



**Forty-second**

**Anniversary Conference**

*National Association  
of  
Student Personnel  
Administrators*  
*Proceedings*

(Founded, 1919, as the National Association  
of Deans and Advisers of Men)

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**THE JOSEPH A. PARK MEMORIAL CONFERENCE**

**THE DESHLER-HILTON HOTEL  
THE OHIO STATE UNIVERSITY  
Columbus, Ohio**

**APRIL 7-9, 1960**

P R O C E E D I N G S

FORTY-SECOND  
ANNIVERSARY CONFERENCE

NATIONAL ASSOCIATION OF STUDENT  
PERSONNEL ADMINISTRATORS

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Dean W. P. Shofstall ..... Arizona State University  
Dean Donald K. Anderson ..... University of Washington  
Dean Alfred J. Kilp, S. J. ..... Loyola University of  
Los Angeles

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Dean Arno Nowotny, Placement Officer...University of Texas

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April 7-9, 1960  
Hotel Deshler-Hilton and The Ohio State University  
Columbus, Ohio

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NOTE: The material in this book is a transcribed account  
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STATEMENT OF PRINCIPLES AND ETHICAL PRACTICES  
OF  
STUDENT PERSONNEL ADMINISTRATORS

Adopted April 7, 1960

Recognizing the professional responsibility that must always characterize the dealings of student personnel administrators with students, staff, faculty, other administrators, and professional organizations, the National Association of Student Personnel Administrators approves, as a basic premise to the work of its members, the following statement of principles and ethical practices.

A. General Principles

1. The student personnel administrator regards as his basic responsibility the total educational welfare of individual students and student groups. He seeks to coordinate the objectives of his office with the ideals and educational objectives of his institution.

2. He gives every possible support to the instructional program of the college or university. He establishes policies of administration and encourages programs of activity which not only, in themselves, are educational, but which assist students in the greatest possible realization of their own educational potentialities.

B. Principles and Practices Affecting Students

1. The student personnel administrator works to provide a milieu which enables the student to contribute to the attainment of the institution's goals and the solution of its problems. In furtherance of this objective he develops procedures designed to keep students accurately informed, to ascertain student thought and viewpoint on problems which concern them, and to provide opportunity for adequate representation of student opinion before officials and groups concerned.

2. He develops such student services as are necessary or advantageous in furthering the total educational purposes of the institution. He strives to orient all student personnel programs toward the development of student maturity, self-confidence and self-reliance.

3. He is concerned that the social life of students properly complement true educational objectives and that it develop in students self-respect, respect for others and the accepted social graces.

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4. He teaches students to honor the dignity and rights of individuals and groups off campus who are associated with college or university life either by affiliation, by proximity of residence, or by business association.

5. He respects meticulously all confidences of students. He particularly respects any information acquired in disciplinary procedures which might be detrimental to the present or future good name and reputation of the student concerned.

6. He establishes means of communication by which the worthwhile achievements of students are regularly called to the attention of other students, faculty members, and appropriate administrative officers.

C. Principles and Practices Affecting the Student Personnel Staff

1. The student personnel administrator encourages wholesome intrastaff relationships by his own personal dedication and sensitivity to sound ethical principles and practices.

2. He respects the dignity of his staff members and encourages a spirit of interdependence and cooperation. He manifests a personal interest in the members of his staff and keeps himself informed regarding their professional needs. He seeks the counsel of his staff on ways of improving the professional climate in which they work, a climate in which creative thinking by staff members is encouraged.

3. He consults staff members with reference to impending changes which may affect their work and responsibilities.

4. He establishes procedures through which faculty members and administrators are given appropriate information regarding individual and collective achievements of his staff members.

5. He provides an effective system of intercommunication among members of his staff and furnishes clear and meaningful statements of policy and procedure as occasion demands. He keeps his staff informed regarding significant problems confronting the college or university, particularly those which bear on student personnel work.

6. He seeks to provide opportunities for the professional advancement of staff members, providing in-service training programs whereby they may become increasingly effective in their work.



7. He works for equitable and adequate salary schedules for members of his staff, realizing that to do so effectively he must be equally concerned with such arrangements throughout the entire institution.

D. Principles and Practices Affecting the Entire College or University

1. The student personnel administrator establishes procedures to re-evaluate periodically the student personnel program.

2. He seeks from academic departments and other administrative units information that can be used for increasing the efficiency of the student personnel program. He communicates to them relevant information regarding students and student problems.

3. He keeps the faculty aware of the basic philosophy and procedures through which the student personnel program functions.

E. Principles and Practices Relative to Professional Organizations

1. The student personnel administrator participates actively in appropriate professional organizations. Through the medium of such professional organizations or through personal communication, he provides every assistance possible to fellow administrators on other campuses.

2. He gives appropriate encouragement to members of his staff to support professional organizations.

3. He actively supports NASPA in its continuous effort toward the improvement of the administration of student personnel work in the colleges and universities of the country.

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ORIENTATION MEETING  
Thursday, April 7, 1960

The Orientation Meeting for New Deans and New Members, held in conjunction with the Forty-Second Anniversary Conference of the National Association of Student Personnel Administrators, April 7-9, 1960, at the Ohio State University, Columbus, Ohio, convened at four-five o'clock, Dean Donald K. Anderson, University of Washington, presiding.

CHAIRMAN ANDERSON: It is traditional in this Association, I understand, for the Moderator to tell stories. Right?

PRESIDENT H. DONALD WINBIGLER: Right.

CHAIRMAN ANDERSON: I would not want to let this tradition down at the first session of this conference. The only one I can think of, however, that seems to have any connection at all with this matter is a little on the gamey side, but President Winbigler has okayed it, so perhaps it is all right. [Remarks off the record]

I presume one of the reasons for having an Orientation session is that we do not want the Deans in NASPA who cannot make this important distinction. (Laughter)

We do not know, as an executive committee of your Association, whether you really want to be oriented. If you do not, you can just walk out at any time during this program. Possibly you are like one of the Oriental students at my institution who last fall complained to me about our requirement that he attend our compulsory orientation for new foreign students. He complained to me that he had come to America, not to be oriented, but to be oxidized. (Laughter)

As I understand the function of a moderator, it is not to bore you with long speeches, but to introduce to you other people who will. (Laughter) So this is about what I am going to do this afternoon. To kick things off, to give you greetings, and to say something in general about the NASPA program, I give you the President of our Association, Dean H. Donald Winbigler of Stanford University. (Applause)

PRESIDENT H. DONALD WINBIGLER (Stanford University): It is one of the crosses that the President has to bear in this Association, that he takes responsibility for everything. (Laughter)

It was only nine years ago that I had the privilege of sitting where you are today, wearing a green ribbon, and I have pretty vivid recollections of that occasion.

I was impressed, among other things, with paradoxes about NASPA, the first being that while it is a

professional association with institutional membership, it behaved very much like a fraternity.

The second was that it dealt with very serious subjects, often by hilariously funny approaches.

The third was that there were very informal meetings, but these meetings often resulted in proceedings which were highly prized as academic and professional documents.

In those days it was the National Association of Deans and Advisers of Men, since changed for obvious reasons to the National Association of Student Personnel Administrators. Some of our elder members, however, looked with great askance when the name was changed, for they realized that it might lead to the invasion of these halls by members of the opposite sex.

I believe it was at Colorado Springs that our first President, Scott H. Goodnight, was the toastmaster and was really very regretful of that change in name. He addressed the members of the conference at the banquet as "Members of NASPA and NASMA." (Laughter)

I am very glad, however, that in changing the name we were not called student personnel executives, for I recall a sewer rat who was claiming to be an executive, and his friends were indulging him in this claim up to a certain point, but it became a little wearisome, and they finally challenged him to prove he was an executive. He explained it this way, "There are five of us who go out on a job every morning. There is Don, and Wendell and Armour and Elwood, and I go in the hole first and fill the bucket, and pass it to Don, who passes it on to Wendell, who passes it on to Armour, who passes it on to Elwood, who passes it into the tank on the truck."

They said, "How does that make you an executive?"

He said, "It ought to be very clear, I don't take nothing from nobody." (Laughter)

We really are not executives, for I am sure that it is up to us to take plenty from everybody.

NASPA is a relatively small organization, but a major professional association. We now have, I believe it is 334 members, limited to four-year degree granting institutions which are accredited. We have made no special effort to gain members. We are increasing perhaps at the rate of 10 to 15 institutional members a year.

The dues of \$20.00 a year are used to support the publications of the Association, the work of committees and commissions. They go toward helping defray the expenses of

the conferences and to a certain extent to provide necessary travel in connection with association business.

We have pioneered in the area of joint professional projects with other student personnel associations. Currently, we are one of the institutions responsible for the establishment of the so-called Inter-Association Coordinating Committee which is now working on joint projects involving NASPA, the ACPA, the National Association of Deans and Advisers of Women, and the American Association of Collegiate Registrars and Admissions Officers.

Many of the men who, as student personnel administrators, were formerly active in this Association now hold other distinguished posts in other areas of educational administration.

I am very much honored to have the opportunity to welcome you officially into the fellowship of this Association, and I hope that your membership in NASPA will be as richly rewarding to you as it has been to many others of us.

In a few moments, Vice President Jim McLeod is going to be discussing with you the work of committees and commissions, and in this connection I want to reassure you about NASPA committees and commissions.

You remember Charlie Wilson, who was one time Secretary of Defense, the one who had so much trouble with Congressional investigating committees. About that time he went home one day and found that Mrs. Wilson had rediscovered the story of Charles A. Lindberg's first Atlantic crossing, and she was very much agog with this story. She said, "Isn't it really miraculous that he managed to cross the ocean in that little plane, and all alone."

But Charlie said, "Oh, I don't know. It seems to me it would have been much more wonderful if he had managed to make it with a committee along." (Laughter)

In this particular, I want to assure you that NASPA committees are different. For the next 53 hours it will be my pleasure and honor to be able to speak officially for NASPA, and nothing that I can say in that time is more important or will be more fun than welcoming new members of NASPA. (Applause)

CHAIRMAN ANDERSON: Thank you, Don.

As President Winbigler has indicated, our Association operates in very large measure through its committees and commissions, and these are the responsibility of the two Vice Presidents of the Association. One of these Vice Presidents, Fred Weaver of North Carolina, could not be with us today, so I have asked Jim McLeod of Northwestern Univer-



sity, to tell you something about the work of our committees and commissions, and hopefully to stimulate you to activity and interest in the work of these committees. Jim.

DEAN JAMES C. McLEOD (Vice President; Northwestern University): Thank you very much, Don. I am sure there are very many aspects of this orientation field that are more important than these committees and commissions, but certainly a realization of how NASPA between conventions functions, and ways in which the members of the organization perform in order to make these meetings held annually more effective and more valuable to all of its membership is important to you, and this is the result of the work that is done by people throughout the year through these various committees and commissions.

If you will turn your little programs to page 12, and for a moment look at some of these committees, I would like to speak to you about them, with some hesitation that I can even remember what the alphabet soup means in some instances, because I am not familiar with the purposes and organizations of all of the committees. In any event, most of them are self-explaining in their very titles.

I wish that I could tell you that because of our large budgets and constant sources of income we are able to call meetings of these committees, with membership from all over the country, and have them come together and do yours of research, and return to their various posts and make extraordinary reports as to consequences. However, this is not likely to be true. But the individual members do carry on extensive correspondence, as I have learned in this past year, just trying to coordinate the work of commissions to some degree.

The various organizations, cooperating as they do with various agencies related to NASPA, have accomplished a great deal. As typical of them, I would like to just describe briefly to you the work of such a commission as that which was formerly headed up by Don Winbigler, and is now headed up by Jack Clevenger of Washington State, Commission I, Professional Relations."

The many problems that are involved with inter-association and inter-agency relationships and responsibilities are not all going to be resolved in the immediate future. But a good deal of penetrating analysis has gone on on the part of the members of this commission, and progress has been made in terms of coordination and cooperative effort by the officers and other leaders of our various student personnel associations.

The problems facing the group, of course, are complex. For example, there are some fourteen national organizations within the student personnel area alone. That they

should talk to each other and have correspondence with each other and have some recognition of common goals and purposes is understandable.

Commission II -- and you should turn to page 13 now -- would indicate another example of the work of a commission headed up by Chairman Wes Lloyd. Several members of this Commission have worked in one area in particular, in the Western Personnel Institute, when it gathered in Los Angeles, and they have continued to work and will make an extensive report at this particular conference.

Commission III, on the Development and Training of Student Personnel Administrators, is now headed up by Chairman O. D. Roberts of Purdue, and with his fellow commission members they are working on a study to complete a case study book which will ultimately be of great value to all of us. This Commission is giving consideration to the following items, as examples: the characteristics and qualifications needed by people who are entering our profession; the institutions providing the needed type of training; bibliographical material helpful to college personnel people; study of the various internship programs; a study of the short course training programs.

This is typical of the kinds of work done by various commissions.

Commission IV, on Program and Practices Evaluation, under Chairman Cliff Craven, has initiated several types of work, and you will also hear from that Commission so I will not extend my remarks other than to say they too have been studying the existing evaluation schedules for student personnel work, for possible recommendations to NASPA; to select and try to set up research topics for evolving evaluation methods for those areas of student personnel work for which presently no standards of evaluation schedules exist; to do what would be a yeoman task to circularize all the graduate schools to see if they can interest promising doctoral students in working on evaluation schedules and devices in these areas which are often, as we know, unmeasured; and to consider the possibility of contacting Foundations for support of this type of research.

One of the very interesting commissions, which will highlight a phase of this conference, is the commission with relation to behavioral sciences, formerly under Glen Nygreen, who is also the man behind the success of this particular conference.

Commission VII, one of the newer commissions which it was my privilege to head up for several years, is now under the direction of Father Vic Yanitelli, and is the Commission on Religious Activities. This commission has considered its objective and purpose to keep this organization

informed concerning the national and area meetings which concern themselves with religion and higher education, and ultimately of course sharing that information with all of us, with a view to keeping us abreast of what is being done in these areas.

Commission VIII has carried the title of Research Projects, but it is really a by-product, coming out of Commission III originally, and its primary function under Chairman Bob Shaffer has been that of contacting certain organizations for the purpose of securing funds to carry out selected training activities.

Gentlemen, I hope that you will recognize that as you read through the listing of the memberships of these various committees and commissions that there is opportunity for anybody coming in to the organization now, or who has been in it for some time, to find a niche for himself in a particular area in which he is specifically interested.

Through these committees and commissions, obviously we are going to make such progress as can be made in an organization which meets only annually, but can result in our having a whole fund of knowledge and understanding, crossing over into various disciplines, and most of all, giving status to the particular profession which we represent.

I recall some seven years ago, the very first of these meetings which I attended, having experience trying to head up a panel. When the panel was not getting off the floor very well in this whole concern of how the young people, young men particularly, get into this area and in this vocation, I remember naively asking the question, "Out of what disciplines did the members present come?" Not very many of them in that group had come through the discipline represented by the younger men who come in now and have taken specific training in the field of personnel and guidance. Many of them were faculty members. Some of them had served as academic deans and had moved into personnel administration. And in the areas of actual academic disciplines, absolutely incongruously to me, the largest single group was represented by eleven who had majored in mathematics. There seems to be little relationship between a major in mathematics and ultimately becoming a dean of students, but obviously we are a product of a long experience in the field of education which results in our coming to our various posts from a variety of backgrounds, but ultimately with the purpose of enriching the lives of young men and women students in our colleges and universities today.

If any of you want to talk with me later on about these various commissions or committees, I shall be very glad to talk with you, and I hope that you will find it worthwhile and enlightening, and I hope that many of you will indicate an interest in serving on one of the committees

or commissions. Thank you, Don. (Applause)

CHAIRMAN ANDERSON: Thank you, Jim.

Is Shorty Nowotny here? I guess not.

We would like to have Jim and Don stay and participate in this panel if you will; however, I know you are very busy. If you need to run along, do so, although, as I say, we would like to have you stay if you can.

In addition to these officers of the Association, we do have up here this afternoon some plain, ordinary garden variety Deans, (laughter) who are here to share their experience and their lack of knowledge with you about the problems of Deans. I am going to call on them to say just a word apiece to you to kick things off here about their experience in the field, about how they have been able to use this Association to their advantage, and in their work.

Immediately after this, we want to open this up for your questions, so that we will be talking about the kinds of things that you want to talk about.

The first member of our panel is Dean Elwood H. Ball of Monmouth College. Dean Ball, do you have a word to offer?

DEAN ELWOOD H. BALL (Panel Member): I do not know how the rest of the panel feels about this, but I think it is a dirty trick that we should have to follow a one-time preacher and a one-time speech major up here. (Laughter) Perhaps we will not all be quite as fluent as they have been.

I do not know how much I can say -- I should admit right now, Jim, that I suspect I was a member of that band of green ribbon wearers that you mentioned as having gotten to this position by rather circuitous routes, to say the least, and probably for that very reason NASPA has done for me what I am sure no other agency or means could have done. It was only a couple of years ago, and so I am still very, very green myself.

I suspect I am here only because someone by the name of Glen Nygreen happened to know my name.

I speak evidently from the standpoint of liberal arts colleges, which often has along with it a further adjective "small" (laughter) and this brings up a host of speculations. I think it is very easy for a small college -- and I will dispense with liberal arts and we will say small for the most part -- I think it is very easy for a small college dean, at least as I have come in contact with them through the conference that I happen to be in, the Midwest Conference,

as I run across them, it seems to me it is possibly a little easy to become intimidated by all of the sharpies in this business that one comes in contact with here, and really the experience here is tremendous because of that.

I am sure our problems are not greatly different from those of a larger school. There may be some difference in the way certainly that we have to go about handling the problems that we have. The problems sometimes reach us in a little different fashion, but all in all, I think probably we come up with the same general types of problems.

I suspect that for a small liberal arts college, one of the prime benefits to be derived from NASPA would be this: We are not in the business of training professional guidance people. We do not get the firsthand thrill of investigation in the field. I think we have to get this vicariously from those of you who are dealing firsthand and are on the front lines, so to speak, in this rapidly expanding business.

I think I do not have much more to say than that.  
(Applause)

CHAIRMAN ANDERSON: Thank you, Elwood.

The fourth member of our panel is Dean Armour J. Blackburn of Howard University, Washington, D. C.

DEAN ARMOUR J. BLACKBURN (Panel Member): Don has asked me to say what NASPA has meant to me and my institution, in a minute or two.

I want to assure you that I could not do justice in that limited period of time, so I am merely going to touch on some of the very significant things.

In the first place, NASPA has been more than a professional organization. I have found it to be a warm, professional fellowship. It has been mentioned that even though NASPA includes in its membership most of the important institutions, it is small enough, or it was small enough when I became a member about six years ago, for me to get an immediate feeling of belonging, because I was given an opportunity to participate then in the work of the Association.

Again, as a factor of size, it has enabled me to develop close friendships with some of the most distinguished leaders in the field, and as a result of this friendship to share their wisdom and experience in informal ways.

NASPA has contributed greatly to my professional growth and development by providing me an opportunity to participate in these annual conferences, and in its special training seminars, and by working with its committees and

commissions. Its publications and communications have kept me abreast with developments in the field and with practices in other institutions.

Thus my institution has benefitted, because I have been able not only to do a better job, but also to have a ready resource of expert experience and knowledge to call upon to help me solve any problems. Only last weekend two members of NASPA were in Washington attending the President's Conference. They lived on our campus and shared their time between the President's Conference and our institution in helping us make a self study of our program.

Finally, but by no means least, NASPA has given me an opportunity or a source for optimism, and I think I can illustrate this best by telling a story that the former Congressman Upshaw in Georgia used to tell. He said that he knew a fellow in Georgia by the name of Jim who was the most optimistic person he had ever known. Regardless of how bad a thing was, Jim would always say, "It could have been worse."

So one of his friends decided that he was going to get him by telling him something serious, to which he could not make that response. So he said, "Jim, I had a dream last night that I was dead." And Jim said, "It could have been worse."

He said, "Well, that wasn't all of the dream. I had a dream that I was dead and went to hell." And Jim said, "It could have been worse."

He said, "Well, what could have been worse than dreaming that you were dead and had gone to hell."

Jim said, "It could have been so." (Laughter)

In our work we run into rather difficult problems and frequently we are discouraged and we often feel pessimistic possibly that our situation is the worst, but when we come to a meeting of this type, and we have a chance to share the experiences of others (laughter) we know that our situation could have been worse. (Laughter and applause)

CHAIRMAN ANDERSON: Thank you, Armour.

Now the final member of our panel. This is one of the things that I get out of the association. He and I are each year trying to work out a way that I can trade some of my rain for some of his sunshine. He is from Arizona State University, our good friend Dean Wendell Shofstall.

DEAN WENDELL P. SHOFSTALL (Panel Member): Thank you, Don. There are just four points I want to make, because I am sure that the value we will get from this meeting will come from our questions, and not from what we might have to say.

First, you are entering an organization that is not a new organization, but a changing organization. We believe that from NASPA you will get some help to keep up with these changes in your profession.

Second, you are now a member of a profession where your goals are defined but not exactly accepted. We believe that if you participate actively in this organization you may get some help in building a more acceptable program.

Third, you belong to a profession which Sputnik has made into an educational frill. We believe that belonging here and belonging with us that we may be able to help you and you can help us all make our programs an integral part of education on our respective campuses.

Finally, you belong to an organization that demands all the integrity you can muster, not because integrity will make your job easier, it will merely help you maintain the self-respect you had when you came into it.  
(Applause)

CHAIRMAN ANDERSON: Thank you, Wendell.

Now, this is the difficult and the embarrassing part of an audience participation session. It reminds me of another story of the man on his death bed who called his family about him, saying he has one last thing he had to say to them. When they were all gathered, he told them that this one thing was that he and their mother had never been married. Well of course there was a great silence through the room until the little six-year old in the corner said, "Well, why don't one of you bastards say something?"  
(Laughter) It is in your hands. (Laughter)

Well, there you are! (Laughter)

Seriously, we have talked a lot about the Association, and I do not think it is our intention here to confine this to matters of the Association. We would like to talk about your problems as new deans as well as new members of the Association. Who in a group this big has a question they would like to throw at one of these experts? I see some old heads here too, who have learned that they probably know less than they once thought they did. Maybe they have questions they would like to throw into the hopper.

DEAN GLEN T. NYGREEN (Kent State University): I would like to have Wendell Shofstall clear up that point about this profession being a "frill." I am not content to just leave it where he left it.

CHAIRMAN ANDERSON: Good. Go ahead and try. Let us try to work without this thing and see if you can hear.

If you cannot, will you raise your hands and we will bring the panel members up to the microphone.

DEAN SHOFSTALL: Of course this is entirely a matter of personal opinion. Personally of course I do not think it is a frill or I would not be in it. But I feel that so many people on our campus -- I would not speak for you -- feel that the survival of our country, of our civilization, does not depend upon the type of thing, the type of objectives we have, but it depends on our ability to build bigger missiles and bigger bombs and this sort of thing, so we are looking for people with the brains who can do that, and that alone.

Now, nobody will admit that, but it seems to me in practice this is a problem with which we have to work and deal.

DEAN NYGREEN: Okay.

DEAN SHOFSTALL: This is what I meant.

CHAIRMAN ANDERSON: Anybody else want to comment on that?

DEAN NORMAN WHITTEN (College of Education, Oswego, New York): The last issue of Harper's had an article by a professor from Brookline College, Professor Boroff, I believe, on what the American college catalogs do not say. They had one complete column devoted to the "Empire Building" activities of the personnel administrators.

This is a national magazine of high reputation and this article indicated that personnel administrators have been cushion-lining the play pens of higher education.

CHAIRMAN ANDERSON: Someone want to comment on that? Armour? Jim?

DEAN SHOFSTALL: I do not think Dr. Parkinson had us particularly in mind when he established this law, so I do not know why we are particularly singled out.

DEAN JOHN L. BLACKBURN (University of Alabama): Maybe Sputnik pointed out some of the frills, or gave an indication of frills, and I think the National Education Defense Act also put a stamp of approval on student personnel work, that had not been done before in our estimate, of dealing with that program.

CHAIRMAN ANDERSON: Any further comment on this point?

DEAN McLEOD: I think there is some justification for some of the criticism, and we ought not to be evasive



and say that this has not been done in some instances. But I think there is also to be said on the other side that there certainly is a trend and a very strong one on the part of personnel administrators to recognize their responsibility to help the faculty, as they have invited us to do, to play our major role in enriching the academic, the intellectual climate of the institutions where we work. And we can play a major role in that by not being guilty of enriching and cushion lining the play pens of higher education.

I think there is some justification for the criticism, but I do not think this is typical of programs of personnel and guidance on campuses today.

DEAN BLACKBURN: I was going to say that someone has said that we are blind unless we see that in the human plan nothing is worth building that does not build the man. It is true that we can have breakfast in New York and possibly dinner in Paris, but unless we are able to help people to live together, unless we build a greater understanding, then we will be blown off of the earth.

So I think that it is not a frill. It is a fundamental thing that we work in this area of human relations.

PRESIDENT WINBIGLER: With respect particularly to the use of the term "Empire building," I think there is a justification for this criticism in many areas in which our preoccupation with the very important problem of organization in student services -- and I would not underestimate its importance -- but our preoccupation with it often fails to reflect what should be a greater concern with the real contribution to the central educational and intellectual objectives of the institution. Herein, I think, we are sometimes vulnerable.

CHAIRMAN ANDERSON: Meaning that we have not somehow related ourselves, or properly at least, to the central purposes of our institution?

PRESIDENT WINBIGLER: Right.

FATHER HERMAN J. HAUCK: I am the Director of Education, California Province, which includes the University of San Francisco, Loyola, and the University of Santa Clara. I am not a dean of men, but a past president of a university so perhaps I can speak on the academic approach. I am not a member of your Association because I cannot qualify. Part of my work is to prepare the personnel to staff work in your area.

Correlating from this point of "empire building" to my real question, I think where we feel that empire building is sometimes associated with your area of service

is within the field of the non-instructional program: registrar, housing, dining hall, guidance and counseling, student activities. Normally, in most institutions, we have a man in charge of each of these. A student personnel administrator seems to be someone who wants to have all these people report to him, because they are some how in all areas the ones who look toward the student as a whole person.

So presidents and other officers in institutions think the student personnel administrator wants to run everything that a dean does not run, and in this sense they feel it is an accusation of empire building.

Which leads to my main question now. Does a student personnel administrator -- perhaps a call of hands would be indicative of an answer to my question -- have many assistants who report to him, or does he do all these things himself in most of the institutions?

That is, is a student personnel administrator one to whom the registrar reports, the director of housing, the director of dining halls, the director of the student union; or in most institutions, perhaps the small institutions, does the administrator do all these himself?

I feel it is in this area that we are looking for a definition of the profession of the student personnel administrator. Is he striving to do too much, or is he really a top flight administrator, much as an academic vice president? Is he on the vice presidential level?

I am fuzzy in this area. If anyone can speak to it, I would like some clarification.

CHAIRMAN ANDERSON: I think this is one of the areas where we have become perhaps over-occupied with the matter of organization. Don, do you want to comment on this?

PRESIDENT WINBIGLER: Father Hauck, is your first question, "What is?" and your second question perhaps, "What should be?"

FATHER HAUCK: I will take an answer on both.  
(Laughter)

PRESIDENT WINBIGLER: On part "a" to this question, there is a tremendous variety, and the development of student personnel administrators on many campuses is a reflection of a felt need for some way of making the various services more meaningful and more useful to the institution.

The larger the institution and the more extensive the program, usually, the greater the problem of coordination

and administration. In this Association there are institutions running through a very wide range. There are institutions here represented where the chief student personnel administrator is a vice chancellor, is a vice president, or, as in the case of our host institution here, an executive dean for student affairs. There are others in which the title "dean of students" is used essentially to involve those same services. There are many, chiefly smaller institutions, in which the chief student personnel administrator is the president, and where the president can continue to carry this, I do not know that anyone objects to it, except possibly the president himself when his other duties become so absorbing that he feels it necessary to delegate to some officer, whatever the title, some responsibility.

I believe that this Association has never attempted to urge one particular pattern as opposed to another, but has recognized that with different sizes of institutions, with different personnel talents available on the staffs of various institutions, that various patterns were certainly appropriate and should be recognized.

The change in the name of the Association from National Association of Deans and Advisers of Men, to National Association of Student Personnel Administrators, was clearly a recognition of the fact that student personnel administration had become a major responsibility on most campuses.

CHAIRMAN ANDERSON: I wonder if Elwood would like to comment on this, from the point of view of the smaller institution?

DEAN BALL: I can only say what the actual situation on my campus is. Administratively it would seem to be very simple, except that sometimes there are ramifications that make it not so simple, simply because we have fewer personnel.

If you were to look at the organization of Monmouth College you would find that there was a dean of women and a dean of men. You would find that the academic dean was charged on paper with coordinating the activities of these two offices. Very often in practice it does not go through him, and I suspect we come then a little closer to what Don has said, in many respects in actual practice the president may be head personnel administrator.

CHAIRMAN ANDERSON: Have we talked to the point that you had, Father?

FATHER HAUCK: Yes, however, I still could pursue it more.

CHAIRMAN ANDERSON: I do not know whether there

was a comment or question here.

DEAN ABNER L. HANSEN (Florida Southern College):  
I want to partly comment or answer that question.

We had a survey by the Methodist Board of Education about two years ago and as a result of that survey, the chart of organization came out for a vice president of academic affairs, a vice president of business affairs, and then the dean of students, with direct responsibility to the president.

Since then I have been getting saddled with all kinds of jobs. Instead of "empire building," it seems they are shoving things at me all the time. I have a dean of women, and director of men, a director of medical services, and frequently the food services have been coming in there for some suggestions and help.

CHAIRMAN ANDERSON: My wife's description along my area of responsibility is "the university's garbage department." (Laughter)

Fred Turner has a comment.

PAST PRESIDENT TURNER: I think there is another answer that should be tossed in here. Any of us could be accused of empire building if we were operating these different services just for the benefit of the operation of the service. However, we are operating these things for the purpose of trying to help students be better students. In other words, we are doing everything we can to make the academic environment as good as we can make it.

We can do anything we want to do with housing, and after all we are just running rooming houses. But if we are doing something with housing to make a better educational program, then there is some justification for it.

I think you will look far within this group to find a man who is an empire builder, who is trying to get things placed in his organizational chart. Most of us are trying to get rid of things as fast as we can, and we are finding out we cannot do it.

DEAN DONALD M. DUSHANE (University of Oregon):  
Three comments. As I have seen in my own responsibilities and those of my colleagues elsewhere, they come because needs exist which are not being filled or taken care of or adequately handled elsewhere, and they come unasked, sometimes unwanted.

So far as reporting to the president, or having people report to us, I think more often than not, it is the president saying to us, "For heaven's sake take these

reports, and you take care of them and keep them off my desk."

The third comment is that the surest way I think to failure in our profession is to go out to be an empire builder. I do not know a successful dean who is, in effect, grasping for power. He gets responsibility when he shows he can handle responsibility. It is a process of gradual growth filling in vacancies and gaps, not going out and reaching out with tentacles for new areas.

PRESIDENT WINBIGLER: A further comment along the same line. Universities have discovered that the responsibilities of the presidency have reached such proportions that this job is really a man-killer, and in desperation, Boards of Regents and Trustees, in many cases have turned to management consultants.

There is an expression which these management consultants use over and over again, which may be worthy of a little attention, and that is, the major problem is how to get decisions made, south of the president. It is this question, how to get decisions made south of the president, which is really responsible for the form of this responsibility of the central student personnel administrator in many campuses.

FATHER HAUCK: May I just sum up. I think you have hit the main point there, Don, that you are a profession that is in transition. I think the theme of your conference is most timely. From our impression of past performance the dean of men was one who handled the housing, discipline, student activities and organization, student government.

Now you are moving into psychological counseling and you might even move up into admissions, freshmen orientation comes in there, and health services. It is in this area of fuzziness now that a new profession is evolving, and I think it has to move up to vice presidential status and stature. But it is right in that transition stage where accusations of trying to aggrandize yourselves is coming about.

I think you do have to fight off things that do not in themselves fit into a cluster of services that is this. Maybe another fifth wheel is needed in the university besides the purely instructional, financial, public relations, and student services. There may be a fifth borderline area which is a mixture, which may require another vice president to get these decisions south of the presidency.

DEAN McLEOD: May I speak to part of that. All of us, I think, as we look at our particular institution, would observe the fact that as the demands are constantly and increasingly made upon faculty, particularly the younger faculty who seek advancement and progress in their particular professions, they become less and less involved in any

association with students other than academic association and in the classroom.

As a consequence of that, and the demands made upon them, in contrast to what existed 25 or 30 years ago when the faculty played a very major role on most of our campuses in the total life of the student, today he is primarily a function within a classroom and acts as an academic adviser at most. As a personal adviser he is practically eliminated from the scene, and as a consequence I think that the responsibilities have increased in this area for the student personnel worker.

CHAIRMAN ANDERSON: Of course, this is subject to a great individual variation between institutions.

DEAN McLEOD: Yes, and individual professors.

DEAN SHOPSTALL: I do not know if it will be as helpful to you as it seems to have been to me. One concept which has helped me in thinking about this profession is that before you can think of any profession, any job, you must think of three things, and try to keep these three in balance, and if you stress one to the neglect of the other, I think you will get in trouble. One is aim and ultimate goal. Two is function, which relates to sort of the practical people who want to know how you do what. And, three is organization. It has helped me to always try to keep these three in mind all the time in keeping a balance and doing the job which has been pretty well described here in many ways.

CHAIRMAN ANDERSON: Are there any other comments?

DEAN BLACKBURN: I was interested in the Father's observation about the fifth wheel, where he felt that there were some of these things that did not belong together, and therefore we should have student government and housing and so forth in one area, and the psychological and the health and so forth. Would you explore that a little more, Father?

FATHER HAUCK: Well, I do not know, Dean, whether I would draw the line between those areas you mentioned. The old practice of the dean of men was the disciplinarian of student life, to see that they got housing, took care of their health, directed and moderated and counseled student activities.

The deans and instructors, on the academic side, felt that such things as testing and guidance looked more towards the academic and the degree program, admissions looked toward that. Some of the co-curricular activities-- drama, debating, music -- looked towards their side of the picture. They would rather have those under departmental control, rather than move over as though they were non-

instructional, non-academic areas. I think the growth of your profession has been towards taking those areas -- admissions, counseling, departmental student organizations -- over into what formerly has been mostly a police job, you might say, on the campus.

They feel you have been picking away at their particular area there. I think it is in there, that that area cries for need and service, because it is neither the policeman's job nor the dean and the faculty's job that lies out there fallow to develop. I think you are growing to take it over, and it needs organization and direction and integration.

But whether you should take it all over is the point I am feeling toward. Maybe you are taking on too much, and there should be maybe, besides your fourth wheel, a fifth wheel to take these fringe areas, these mutual interest areas. Something like that.

DEAN PHILIP S. AMBROSE (New Mexico State University): To me, the thing that he said is a great danger in our situation. He mentioned that more and more there are things that we are doing, and our academic friends in the classroom are doing less and less. To me, that is a real shame. I think all of us, as deans of students ought to be trying to work ourselves out of a job all the time by involving the faculty so they are not just a mathematics teacher. I have a colleague who says, "I am not a teacher, I am a mathematician." That is terrible in my opinion. This is the evil of bigness.

I spent a number of years in personnel work in industry and there were a number of techniques there that were used. I think we can learn something from them, and that is to get the personnel problem back to the straw boss and to the foreman; or to the person in the classroom, whether he is a mathematician or English teacher, or what have you.

To me that is a dangerous thing, and we ought to think in those terms, because this area of specialization has many problems and dangers, as I see it.

DEAN PETER H. ARMACOST (Augsburg College): We have been talking about the tendency to take on too many responsibilities or get over-burdened, yet it seems to me there is one area where we ought to think about taking on more, and this particular context of being an empire builder is not particularly derogatory. That is the area that there may be a tendency to exclude the Dean of Students or student personnel administrators from the educational policy committees or things like that.

If we are going to do our job effectively in

complementing the academic program, we have to be included here and seek to be represented in these areas in order to make our best contribution in the extra-curricular activities and in the co-curricular. So we need to reach out in some areas, where we want to avoid it in others.

DEAN WILLIAM R. BUTLER (Ohio University): I would like to make one observation. It seems to me that part of the reason for the development of the organization in recent years has paralleled the large development of the dormitory programs, and the fraternity programs on the college campuses. With these large enrollments has come a new look at, or a need for looking at, managing these programs and training staff members to organize and run these programs.

I think it is here where NASPA can make a real contribution in developing sound ideas and techniques, training people, training student personnel workers to get their feet on the ground before they get out into the field itself. I cannot see any way of getting rid of this responsibility in the residence halls or in the large fraternity programs. I think they are here to stay, and they are going to continue to develop.

CHAIRMAN ANDERSON: Well have we worked that one over? (Laughter) Is there another line somebody would like to start us on?

DEAN McLEOD: Don, I would like to make a comment, probably speaking out of not-too-much experience in this area, but having had so much experience on college campuses that my mother was worried whether I would ever leave college. She was greatly concerned when the war came and I told her I was now at William and Mary College at Virginia, and she said, "Aren't you going to ever leave college?" After all, I joined the Navy, but that is where they sent me. (Laughter)

I think one of the great dangers is that we should cease to be deans of students, and this can be a strange remark to make, except that we become so much administration, and become so strongly administrators, become so involved with our staffs, that we do not see a sufficient number of students to even feel the pulse of their thinking, and have the close intimate relationship with them that we ought to have to such degree as we can.

I know that I have been subjected to criticism because I spend time with students. But I do not think it is time wasted. The great danger to the person -- whether it is thrust upon him or whether he seeks it -- is that he should lose his intimate contact with the students as people, and we must strive to constantly get to know them better, otherwise we fail miserably.



DIRECTOR HOWARD DAVIS (Southwestern Illinois): I would like to know more about our relationship to the women deans, and I wonder if we can get a historical discussion and background of the division here, and what is our relationship with the National Association of Women Deans?

CHAIRMAN ANDERSON: Who would like to lecture on this subject? (Laughter) Don, you are the spokesman for the Association.

PRESIDENT WINBIGLER: Historically, there was the National Association of Deans and Advisers of Women, which changed its name to the National Association of Women Deans and Counselors. I choke on that, because I do not like nouns used as adjectives, even when they are feminine. (Laughter) But that is what they are known as, and this organization was the National Association of Deans and Advisers of Men.

Incidentally, NAWDC has individual, personal membership and it includes people, women deans and advisers in secondary schools as well as institutions of higher education.

NADAM has always had institutional membership and while it was NADAM, obviously it was limited to men. Since that time, it is an organization of student personnel administrators and there have been on occasion official representatives of our member institutions who have been women, and there is no reason why there should not be. I do not see any here today, but there probably will be in the course of the meeting. It mainly is traditional, and there is not any doubt but that in the future the number of women in attendance at these meetings will increase, and that our regular voting members -- that is the institutional members, the institutional representatives -- the voting representatives from the member institutions will include more women.

CHAIRMAN ANDERSON: It has nothing to do with the stories that moderators and speakers tell at the sessions of this conference.

PRESIDENT WINBIGLER: Well, we hope it may.  
(Laughter)

CHAIRMAN ANDERSON: Does anybody else have anything on his chest that he would like to get off here?

FATHER HAUCK: Just one other question. I do not know how many here are actually new members, but perhaps I can assume there are a good number. If so, I would word the question, is the profession growing large -- that is, in great proportion, or is there a great turnover in the active

staff? (Laughter) I am thinking of longevity of experience that the men in this profession have. Will somebody speak to that?

CHAIRMAN ANDERSON: Who feels qualified here?

PRESIDENT WINBIGLER: I want to quote my colleague here, Vice President McLeod, who said, that is about as wise as most Jesuit questions, sir. The answer is both. The profession, I think, is growing with the growth of higher education. There are many changes taking place. You are right in thinking that our particular sphere of educational activity is in a period of transition. The organization has been increasing, I think, Carl, at the rate of about 10 member institutions a year.

SECRETARY KNOX: Fifteen.

PRESIDENT WINBIGLER: Fifteen a year. There has been no special effort to recruit new members, or member associations. I would gather that we have had about fifteen this last year. There are many more than fifteen here so probably only half a dozen of you are from new member institutions. Most of you who are new are new in the position. There is a big turnover in these responsibilities.

Also, since there is no limit to the number of delegates who may attend from a member institution, wherever our conference is held, it is common for a number of representatives from nearby institutions to attend. So I am sure that some of the green ribbons here are being worn by people who are not the voting delegates from their institutions, but who are attending the sessions for the first time, and they are very welcome.

DEAN ROBERT C. GOODRIDGE (University of Redlands): When I attended the meeting for new deans at French Lick, I asked the question, why this group could not meet so that some of us from the west coast could also attend APGA. I would wish to thank the person or persons responsible for putting this meeting at a time which those of us who would like to meet with APGA will be able to do so.

CHAIRMAN ANDERSON: I think practically all of the executive committee is here and they should take note of your comment, since we were discussing this morning the possibility of going to a June date. I believe that there will be a survey sometime early in the coming year of the association as to this matter of dates. This is one factor which I know will be taken into account.

Have we worn you out? I want to thank the members of the panel who are the "legitimate" speakers on this program, and you folks out in front. There is one officer of the Association I have not introduced, and I should. He is

the real workhorse of the organization, Dean Carl Knox, of the University of Illinois, Secretary-Treasurer of the Association. (Applause)

Also I would like to introduce your Convention Director, Dean Glen Nygreen, of Kent State University. Do you have announcements, Glen?

DEAN GLEN T. NYGREEN (Conference Chairman): No, except dinner is at six-thirty sharp. (Applause)

CHAIRMAN ANDERSON: Thank you.

Is Shorty here? I never can tell whether he is standing up somewhere in the audience or not. (Laughter)

I thank you all, and we are adjourned until dinner.

... The Orientation Meeting adjourned at five-fifteen o'clock ...

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## THURSDAY EVENING DINNER SESSION

April 7, 1960

The Opening Dinner for the Forty-Second Anniversary Conference convened at seven-forty-five o'clock, Executive Dean William S. Guthrie, The Ohio State University, President-elect, NASPA, presiding.

CHAIRMAN GUTHRIE: May I ask you to stand, please. The invocation will be given by the Reverend Father Kilp, Dean of Loyola of Los Angeles. Father Kilp.

REVEREND ALFRED J. KILP, S.J. (Dean, Loyola University of Los Angeles): Gathered together for this opening prayer, we ask of Thee, our God and our Lord and Father, Thy blessing and light, for the National Association of Student Personnel Administrators.

We ask of Thee to so direct our actions that every word and work of ours may begin and end for Thy greater honor and glory. Amen.

... Dinner was served ...

CHAIRMAN GUTHRIE: It supposedly happened on somebody's college campus that a Korean student who had come thousands of miles for his education in an American university complained about the orientation program. He said that he had not come all this distance to be oriented and he asked instead to be oxidized. (Laughter)

Having said so, would you like to orient your chairs to the head table, if you care to look this way. I want to thank both of you. (Laughter)

In the name of the officers, the executive committee and the institutional representatives of this Association, with great pride and pleasure I open the 42nd annual conference of NASPA. Those of you who are new to the Association this year might want to know the identity of the officers and the executive committee who are here at the head table, so may I do this very quickly.

... Introduction of Officers and Guests ...

CHAIRMAN GUTHRIE: I want to say that at seventy-three this morning or thereabouts I looked out and saw the only pleasant weather we have had in Ohio in six months and I thought to myself, this is just one of the contributions of the visiting deans. I thought I saw some of Bob Beaty's Florida sunshine, and perhaps some of Don Winbigler's California sunshine, and maybe some of the Arizona climate that Wendell Shofstall has brought us. There might be some of that Colorado air from Juan Reid's Colorado.

Even the fine Puerto Rico combination of sun and balmy breezes which Dean Garcia-Bottari brings us from the west campus of the University of Puerto Rico. So may I say on behalf of the Ohio State delegation here, we are most grateful and why didn't you come earlier and why won't you stay longer?

By the middle of the day I noticed that the mid-western delegations had arrived because there was a little cloudiness and a little rain and I felt right at home again. But we will count on the other contributions that you made as deans here to be matched by the bright day that you brought along today.

Now, I have not bragged about the Ohio weather, but I do want to point with pride to some of our Ohio State University people who are our special guests here, not because they are deans and part of our dean's offices, but because they are our very best university representatives and chosen for that reason. May I just ask each of them to stand as I call names, in couples. [Introduction of Guests]

I think this would be a good time to ask that we have our representatives from other associations introduced, and for that purpose Dean Jack Clevenger will join us here.

DEAN CLEVINGER: Thank you, Bill. We are favored at this conference by the presence of a number of people representing other professional associations and organizations. We hope we have identified who are here with us tonight. The others who are coming tomorrow we will catch at later sessions of our conference.

... Introduction of Guests from other professional associations and organizations ...

CHAIRMAN GUTHRIE: Thank you. Jack Clevenger is serving as chairman of Commission I in our relationships with other groups, so it is quite appropriate that Jack had that particular part to play in the introductions he made.

May I tell you that President Novice Fawcett of Ohio State University is meeting with his board of trustees tonight and tomorrow, otherwise he would have been here to express a personal and official greeting of the University. He will do this at the afternoon session tomorrow instead. I think you probably understand why the board of trustees may take precedence over the visiting deans. (Laughter) Although I am sure he would not have wanted me to say it that way to you. (Laughter)

He did say for me to say this, that he thought he

would be honored to have his representation here introduced by these members of the teaching staff and their academic deans, who were introduced at a little earlier time. Without belaboring the point, I think it is obvious that the personnel deans understand fully that the central purpose of the university is served first by the academic deans and the members of the teaching staff, and it is with a great deal of pride that the deans of students, the personnel deans, join in the important work of the university, recognizing that the central feature is the learning process which takes place with the members of the teaching staff and the students.

We join in all this, and the fact that you are here tonight and honoring us as the representatives of this university, is a fact of importance.

There are of course some conference announcements. I think I would like to turn now to the conference chairman and let Dean Glen Nygreen make some conference announcements.

CONFERENCE CHAIRMAN NYGREEN: Thank you, Bill. I will make these brief. I must first call your attention to the work of Arno Nowotny as Placement Chairman for NASPA. His headquarters are in Room 218 and they will be in business beginning at nine o'clock tomorrow morning. So any of you who wish to talk with him may do so.

The luncheon tables tomorrow, according to the 45 topics listed in your bulletin, are carried on the bulletin boards outside, and if you wish to reserve a place at a table for discussion of a particular topic, you may do so by signing up any time before 12:15 tomorrow noon.

I want to call your attention also to the exhibits arranged in the foyer, exhibits of housing developments at a number of our member institutions. These have been made possible through the work of Dean Noble Hendrix of the University of Miami, and Dean Jack Matthews of the University of Missouri.

I think I should introduce to you at this moment three men who are architects, here to talk about some of the exciting things they are doing, and so that you will know them by name, I should just like to call upon them to stand and be identified. Mr. King Graf of the Hellmuth, Obata and Kassabaum company of St. Louis. Mr. Shay and Mr. Conran of the firm of Howells, Lewis, Shay and Associates of Philadelphia, Pennsylvania. Mr. Shay and Mr. Conran I think are here in the back corner. They will be available to answer your questions, and I am sure they have some interesting stories to tell you. Thank you very much.

CHAIRMAN GUTHRIE: You will see additional

evidence of the fact that we have had a hard working conference chairman who has done a remarkable job of putting the conference together, and I think there will be an occasion at a later date to express this again.

There are a couple of other announcements. May I ask Mrs. William Guthrie, one of my closest friends, (laughter) to make an announcement.

MRS. WILLIAM S. GUTHRIE: Mrs. Mylin Ross and I welcome all the ladies who are fortunate enough to be brought along with your husbands tonight. We would like to have you meet with us immediately following this banquet in Room 1337. You reach it by turning to the right at the outside of this ballroom and taking the elevators in the tower to the 13th floor. We will all be going, so I do not think we will lose any of you. We do want you to come and meet each other and talk about the next two days.

CHAIRMAN GUTHRIE: I had noticed that the ladies were here, and I think it is one of the extra features of the conference. Just so that we will not miss anything, I wonder if all the ladies would stand right now, and let the men say hello. (Laughter and applause as the ladies arose)

Her reference in saying that the ladies were along with their dean husbands, reminds me of a conversation we had at the breakfast table on Monday of this week. I had my desk calendar with me, from the office, and Jane was leafing through it trying to find an open time -- the deans, I know, would understand this -- when we could bring a student group in the house during the next week for an entertaining evening (entertaining for us at least). As she was leafing through it she said to me, "Who is the Gonly that you are eating dinner with?" Which reminds me of a story, and then I will finish that one. (Laughter)

There was a man who prided himself on being called "R.B." R. B. Smith was his name. He hated to be called Robert Bruce Smith, which was his full name. And when he was a speaker at a banquet one evening, a toastmaster who did not know about his preference for R. B., was to introduce him. So in a quick moment, the Smith handed a note to the toastmaster on which he had written "R. B. Smith." But then he had thought, I had better make it clear, so then he put R. only and B. only Smith. And he was introduced of course, as you would guess, as Ronly Bonly Smith. (Laughter)

Now back to my calendar. (Laughter) As the deans well know, you have invitations to join student groups and sometimes they say, "Be sure to bring your wife." As a matter of fact, I am at the stage where they invite my wife and it is a question of whether I am the feature at all. I am learning this. But this was a

fraternity banquet and I had been invited, but I wanted to be sure that I did not embarrass my wife, because she was not invited, and I had written on my calendar W. G. only, and the Mr. Gonly (laughter) is thereby explained. (Laughter)

I have two more announcements. There are copies of the constitution of the Association, which will be at the registration desk tomorrow, and if you wait about a half hour after the conclusion of this meeting, they will also be at the registration desk following the close of this meeting. You may want to pick up copies of the constitution, because there are some minor changes proposed at the meeting tomorrow. So this will give you an advance look at the constitution. [Further announcements]

Just a word about this conference and its place as the Joe Park Memorial Conference. There will be a short memorial statement or two made at the memorial banquet Saturday night at the Ohio Union, but I thought you might want to know two things about the occasion here.

This is the Rotary Club meeting place, which is Joe Park's favorite club, and Joe over the years of his service at Ohio State University as dean was a loyal and regular member of the Columbus Rotary Club in these halls.

He instituted the practice of introducing student guests at each Rotary Club meeting in this room, and to this day the practice is carried on whereby the International students are brought one by one and introduced at our regular Rotary meetings in this room. So the first banquet here for this conference has some Joe Park significance, because it meets in this particular room.

I might mention also that the Deshler family, for which the original Deshler hotel, now the Deshler-Hilton, was named had an Ohio State University reference of importance because the Deshler family contributed the first money which was the basis for the establishment of the Ohio State University Library, and the monumental structure and the millions of volumes in our current library are the outgrowth of this original gift of money which, a year before the university opened its doors, the gift was made from the Deshler family so that we would have first of all a library even before we had a building, or students, or faculty. So again, there is some significance to the fact that we are in this particular place tonight.

All of you are distinguished people. I hope you will forgive us for the fact that we have not introduced each and every one of you, but in closing the introductions I would like to introduce the Past Presidents of the Association who are in attendance here tonight. [Introduction of Past Presidents of NASPA in attendance]



The introduction of the President, for the Presidential address, will be made by Dean of Students Fred Turner of the University of Illinois, the man with an enviable record on his own campus, first as a part time helper in Pioneer Dean Tommy Arkle Clark's first dean's office, and I think I mean, first dean's office, and succeeding him as Dean of Men, subsequently Dean of Students at the University of Illinois. Fred Turner also has this enviable record of long time service to this Association, first as NADAM and now as NASPA, immediate past president, Fred Turner, who will introduce the President. (Applause)

PAST PRESIDENT TURNER: Bill, Members of the National Association of Student Personnel Administrators, their wives, and Guests: First of all let me say to you, Bill, you do not need to feel badly at all about that story that did not click, because it went over real well in the session this afternoon. (Laughter) Which all goes to show, if you don't attend everything, you will find that your stories have already been told. (Laughter) That is No. 1.

Number Two, it is a real pleasure to welcome Hank Hullfish back to this organization, because Hank spoke to us seventeen years ago and presented a splendid paper down at the Cincinnati meeting, which you can read if you dig out your minutes of previous years. He is back with us again, and this is a real pleasure. Hank is a fellow Illini, and you cannot pass over things of that kind. (Laughter)

Now, as to the introduction of our speaker tonight. He said he was not going to make a very long address himself, so I think that leaves the field clear. We can all talk just as long as we please. (Laughter)

So I think first of all I will talk a little while about Stanford University and NADAM and NASPA, because there was a splendid record of previous work in the Association. George Culver was the first man to appear in the Association from Stanford. He appeared in 1926, at the Minneapolis meeting. There were 47 people present at that meeting. Then George was President of NADAM in 1929 and presided at the Washington, D. C. meeting with 75 people present. The most that ever attended any meeting before that had been 50. When George Culver retired in 1938 he was succeeded by John Bunn, 1938-45, and many of you will remember John. John was a basketball coach prior to becoming dean of students, and moved back into athletic work after he left the work at Stanford.

Incidentally, the first recollection that I have of any one ever mentioning really a psychiatric implication for people in our organization came from George Culver at the Colorado meeting. Do you remember that, Don? George pulled out of the hat some new ideas that no one had presented before and did it very well. He did it awfully well.

Incidentally, George Culver was one of the great old timers of the organization. You never did know him, or did you know him?

PRESIDENT WINBIGLER: Yes, I knew him.

PAST PRESIDENT TURNER: He was a great man and a distinguished man in the organization, and a great person. John Bunn was succeeded by John Stalnaker, Dean of Students at Stanford, 1946-47. He moved on to become the General Secretary of the National Merit Scholarship program, and he was succeeded by Larry Kimpton who was the Dean of Students there in 1949, who has just now resigned as President of the University of Chicago.

Don took over in 1950, and he has not missed a meeting of our organization since. So I do not know just what is going to happen to Don. Larry moved on to the University of Chicago as President. John Stalnaker went to the National Merit Scholarship. So I suppose something will happen one of these days to Don, and he will be moving on to some greater field.

He was born in Alexis, Illinois, so it keeps Illinois in prominence all the way through. We do not want to miss any opportunities. He was born June 3, 1909. He graduated from Monmouth College in 1931. He received his Master's and Doctorate at the State University of Iowa, in 1939, and was given an honorary degree by Monmouth in 1936. He has had a varied career. Really there are six parts to his career. First he was a high school teacher. Then he moved on to Monmouth College as an instructor in speech and director of the College Theater. Then he moved over to Iowa as graduate student and served as a research assistant, as a Rockefeller speech and dramatics fellow. He was an Associate in Speech and Dramatic Art in 1940 there, and headed the University Experimental School of Speech. Is that the correct title? That is what it says in Who's Who In America anyway. You cannot argue with that.

Then he moved to Stanford in 1940, as Assistant Professor, and then Associate Professor and Professor of Speech and Drama and Education. Then he moved out of this field and became the Assistant Registrar, the Associate Registrar, and the Registrar up until 1950. Then he became the Dean of Students. He has been the Dean of Students since.

He has had a distinguished record in each one of these fields. He was a member of the Executive Board -- no, that is in the YMCA where he was on the executive board. (Laughter) But he is a member still of the Speech Association of America, and the American Educational Theater Association. He was Secretary and Treasurer of that. He was a member of the Association of Collegiate Registrars and

Placement Officers, and was their editor at one time. He just does not stand still in these things. He becomes something in each one of them. He has held offices in that and in the American College Personnel Association, and now in the National Association of Student Personnel Administrators.

I think that is maybe enough about Don and his background, other than to say that he has not missed a meeting since 1951. I will tell you what it says in the proceedings as to his first appearance on the floor of our meeting in St. Louis -- and that was a stormy meeting, if you will recall.

Dr. Francis Brown came out from the American Council on Education to speak to us about some problems in connection with the draft, and Don raised the question with Dr. Brown, "In the Hershey provisions for deferment, must a man have completed a full academic year in his class to qualify for deferment?" I must say that the minutes show that he did not get a direct answer on the question.

He attended Colorado Springs and participated in the program there. There are quotes and questions and comments all through these minutes.

He was on the program at Michigan State in 1952 and helped to quiz President McDonald of Bowling Green after the President had spoken.

He was at Roanoke, and at Purdue was a member of the executive committee that year and Chairman of a Committee to study dues and fees, and presided at the second general session. I might say to you that was the first demonstration that I had in a personal way of the real ability of this man, because as Chairman of a Committee on Fees and Dues, which was worrying us a good deal at that time, he went directly to the problem, found what the problem was, came out with a suggested proposal that might solve it, and it was adopted, and that solved it. But the direct manner in which he approached it appealed to me very much at that time.

In the 1956 meeting at Berkeley and Stanford, he was Vice President, co-host Dean, Conference Program Chairman, and was a member of Commission I on Professional Relationships. In the following year at Raleigh-Durham he was Chairman of Commission I, again at French Lick Chairman of Commission I, and Toastmaster at the rather ill-fated banquet when the music ran so much longer than the speech that we had to more or less apologize to the speaker, because the time was all gone, yet we had to admit to ourselves that the music was wonderful. So it was one of those situations that Don had to work himself out of somehow or other. (Laughter) At the Harvard meeting last year he was Chairman of Commission I, and he took over at that time the work of

our study on relations with the National Interfraternity Conference, and I think when we get the report from that study, you will see what a tremendous job he has done on that.

He is the President of NASPA for 1959-60, and it is my pleasure to present him to you at this time. Don.  
(Applause)

PRESIDENT H. DONALD WINBIGLER: Well one thing is clear. This has been put off as long as possible. (Laughter and applause) Fred, I believe that was the most enjoyable filibuster I have ever heard. (Laughter)

When Bill was giving us the weather reports I was uneasy because he was on the verge of announcing that the coastal smog would be in with the President's address. (Laughter) But he restrained himself. I was a little alarmed when Fred gave that "English" on the emphasis about the fact that Stanford had had previously a fine record in NASPA. (Laughter)

I could not help recalling that I once had a history professor who gave very formal lectures and brooked no interruptions from the time he opened the lecture until he had finished it. One morning he came in with an announcement and said, "Before I begin my lecture, there is something important I want to say." (Laughter)

Before I begin this lecture, I have about three important things to say.

The first is that we have a resolutions committee. The names do not appear on your program. I have asked Jack Stibbs, past president of the Association and from Tulane, to serve as Chairman. To serve with him: Ralph A. Young, College of Wooster; Thomas A. Emmet, University of Detroit; Juan Reid, Colorado College; and Robert Downey from the University of Southern California.

This conference is going to be over before you know it, and if you are moved to resolve or resolved to move, you may need to get a move on and get in touch with the members of the committee in order to get your resolutions in the proper hands.

The second very important item is that there will be a very quick meeting of the executive committee in Room 1554 at 10:30 p.m. this evening.

The third item of major importance which I want to report to you has to do with an action of the executive committee. The executive committee has been very busy for the last day and a half and we will have a number of actions to report to you, but one I want to mention particularly tonight.

After Fred's run-down on my history, I am embarrassed not to have a sixty minute edition of his for you. I will give you a thumbnail.

Fred first attended a NASPA conference five years -- that is, a NADAM conference, five years after the association was founded. That was in Michigan in 1924. He served as secretary-treasurer for the Association from 1937 to 1958. Until a half dozen years ago he handled the placement activities; was president in 1958-59, and now immediate past president.

The announcement which I am very much pleased to be able to make on behalf of the executive committee is that Fred has been asked to serve as historian, an ex-officio member of the executive committee, with a recommendation that subsequent members of the executive committees continue this office. (Applause)

#### THE PRESIDENT'S ADDRESS

The theme of this Forty-Second Anniversary Conference has been announced as "Student Personnel Administration-A Maturing Profession." In choosing this phrasing, your Executive Committee had at least two motives, in addition to providing our Conference Chairman, Glen Nygreen, with maximum flexibility in the development of the program.

The first was to make of this a working conference with maximum opportunity for productive sessions of Committees and Commissions. In view of familiar difficulties in arranging meetings of Committees and Commissions in the intervals between Annual Conferences, and in view of the short year since our meeting at Harvard late last June, there have been many comments about the gestation period of nine months. (Laughter) It seemed advisable to provide extra time for such meetings at this Conference, even in the face of an abbreviated conference period. In addition to this afternoon's meetings of Committees and Commissions, and the general sessions which have been developed around the work of Commission II, Principles and Professional Ethics, and Commission V, Relationships with Behavioral Sciences, I hope you will take advantage of the opportunity to participate in the open meetings of Committees and Commissions tomorrow evening, beginning at 8:30.

The second motive in the selection of this theme was to focus attention rather sharply upon Student Personnel Administration as a profession. This undertaking, which is my primary assignment, admittedly involves both difficulties and pitfalls.

The initial difficulty is that there is no general agreement that Student Personnel Administration is indeed a profession -- at least a profession in the sense that are

Surgery, Law and Psychiatry. If we broaden the term to include the range of personnel services, there is even less chance of agreement that we are dealing with a true profession. I, personally, believe we are; but I hope you will not be disappointed if I follow a cowardly course and avoid the issue.

For the purposes of what I want to discuss, it makes little difference whether Student Personnel Administration is truly a profession. When I consider that the daily activities of a Dean of Students all too often, out of necessity, come perilously close to paralleling the vocation often referred to as the "oldest human profession," I am not sure that I want to be known as a "professional."  
(Laughter)

Here I must recognize what seems to me to be the major pitfall in any discussion of our theme. Over the years I have attended many meetings of professional groups within the Student Personnel field -- Foreign Student Advisors, Counselors, Deans of Women, Registrars, Admissions Officers -- at which major attention was given to their respective professional functions. In my recollection of these meetings there is one ever recurring and ever depressing overtone; it reverberates from breast beating on the need for status and the need for recognition of their respective offices. These recollections leave the overwhelming impression that Student Personnel workers are the most insecure people in the world -- that is, until I recall attending meetings of professional groups in the academic disciplines, where the choruses from this same wailing wall were even louder and more charged emotionally.

If this need for reassurance be taken seriously, I presume I should attempt to defend the thesis that Student Personnel Administration is the most important of callings. But I rather choose to take seriously the wording "a maturing profession," and to assume you will look elsewhere for any necessary ego nourishment.

A second pitfall in any discussion of this theme is, I believe, a direct result of the influence of the advertising industry on the American language. We wear out our superlatives by overuse and then, for lack of any better tool of expression, seek to emphasize our cherished concepts by depreciating competing concepts, or potentially competing concepts. The Student Handbook at X College will read "Life at X College is more than classes, lectures, and studies," from which horrified faculty members infer that the purposes of the institution are being distorted malevolently. The catalog of X College, on the contrary, reads "The prime purpose of the college is the development of intellect." To be sure this does not lead many students to refrain entirely from recreational and social activities. Some, however, who have been exposed to heavy dosages of

faculty fall-out on this thesis, wonder if they should feel a bit guilty over any indulgence which is extra-academic.

This pitfall in communication is, in my view, responsible for more frustrations on individual campuses than true ideological differences regarding educational goals or regarding the relationship of student services to institutional objectives. And here I must not understate the basic difficulties of communication by language. At an American B.O.Q. in Germany the regulations strictly forbade women above the first floor at any time, until a commanding officer, in a charitable mood, decided to relax the regulation during the Christmas holidays. With the instincts of a Dean of Women he undertook to set the limits of the new temporary privilege. According to the regulation he issued "visitors above the first floor must be in groups of three, two of whom must be of the same sex." (Laughter)

We are surrounded by evidences of change on college and university campuses, change more fundamental even than women above the first floor. In fact changes are occurring at such a pace that they may justifiably be regarded as campus revolutions. At least they represent accelerated evolution. I doubt that any institutional member of NASPA has escaped them. The forces which have generated them are complex, and, with the tools presently at our disposal, not precisely measurable.

Yet many of the contributing factors have been clearly recognized. Among them are: (1) the impact of competition from Soviet Russia in scientific and cultural fields; (2) increased public concern for education in America, elementary and secondary as well as higher education; (3) the general affluence of the country; and (4) the direct impact of the numbers of our youth seeking higher education in relation to the facilities presently available, as well as apprehension about future ratios of numbers to the facilities.

But there is a more subtle factor which deserves attention. When members of my generation were undergraduates, it was not thought incredibly naive to suppose that we might someday achieve a world which would be stable politically. The prime felt need of our society was economic security. Indeed economic security was the predominant value of the age. While it had its humanitarian aspects, it was primarily a materialistic concern.

The current college generation, on the other hand, has never known any real economic want; consequently it places less value on material concerns per se. But this generation has been short changed summarily in the realm of personal and spiritual security. Politically the most optimistic prospect we can offer is prolonged military stalemate, generated by monsters born of nightmares in physicists'

laboratories. This leaves a hunger for personal and spiritual security which, I believe, has had more influence on contemporary students attitudes than is generally appreciated.

For whatever reasons the expression of student attitudes, needs, and desires, has changed and is continuing to change. The academic pace of most institutions is quickening; and the patterns of the potential contribution of student services are changing. For a thorough consideration of these changes I am glad to defer to Ed Williamson, who will address us at the Conference Luncheon on Saturday on the subject of "Student Personnel Administration in a Changing Culture."

For present purposes it is sufficient to recognize that these changes call for a re-examination of the relationship between student personnel services and instructional services. It has often occurred to me that, historically, efforts to make a place in the sun for Student Personnel Services inadvertently induced separation from teaching services. Even such hallowed terms as "The Student Personnel Movement" and "Student Personnel Point of View" were often misappropriated and used in a way which tended to atomize higher education. More recently the inevitable development of specialized services within the field of Student Personnel, and the equally unavoidable administrative structures which have been necessary to coordinate these services have tended to divorce instructional processes from student personnel processes. They have introduced, or at least widened, gaps between teaching as such and student affairs.

The future is not easily read, as is evident from the following announcement in the London Times: "The meeting of the London Society of Clairvoyants, which was announced for half after eight on Sunday evening of this week, has been postponed indefinitely, owing to unforeseen circumstances." (Laughter) No clairvoyancy is required for the realization that we face prospects for larger and larger enrollments, teacher shortages, and corresponding economic pressures for efficiency in the use of staff. In the face of these stresses there will be strong inducements for more and more specialization of function, and for more and more atomization of educational activity. By the same token there will be heightened competition for the educational dollar, as between various segments of the academic community. Under these circumstances, in the battle of the budget the odds will not be in favor of Student Services, if they are sharply disassociated from the center of academic gravity of the institution.

Yet the case for the closer integration of strictly academic functions and student personnel rests not primarily upon selfish budgetary considerations. It is based rather upon the temper, interests, and attitudes of con-



temporary students, and upon what I believe to be sound educational practice.

Any faculty member, furthermore, who has a genuine concern for undergraduate education -- and there are more of them than many of us recognize, many more than there were ten or twenty years ago -- or any faculty member who has a genuine interest in education at the graduate level, will not long remain unconcerned about the people who are students and the facets of their nature which so intricately, and often deviously, affect their intellectual development. These faculty members will be concerned about students, with or without the leadership and assistance which professional student personnel staffs can provide. Without this leadership faculty concerns may be expressed from narrow and often inadequate frames of reference. With such leadership, we hope, faculty efforts will be more efficacious.

Five years ago this month at the NASPA Conference at Purdue, Professor Howard Mumford Jones stirred us all with his provocative address "When I Was a Child," to which he gave the subtitle, "How and Why You Should Strive to Abolish Yourselves." He chided us for contributing to the preservation of prolongation of adolescence. He challenged the influences of the paraphernalia of undergraduate student life in America, as contributing to the continuation of intellectual immaturity.

In contrast he described from his experience the University of Munich, which was free of these paraphernalia and where students were expected to demonstrate maximum personal and intellectual independence. Although Professor Jones claimed to make no special brief for Germany or German universities, he did indeed make a brief for European universities in this particular.

Soon after that conference there visited our campus a faculty member from the university in the Netherlands. Only recently he had been appointed to a new office, that of Dean of Students. Characteristically, his university had had no program of student services as we know them. The university had been proud of its tradition for the academic and personal independence of faculty members and students alike. Although parents in Holland held rather tight reins on their teenage children, and although in Dutch secondary Schools students were closely supervised in rigidly controlled academic programs, these students, on graduation from the gymnasium at the age of approximately nineteen, were abruptly men and women. Any student who passed the rigorous state examination, following completion of his studies in a gymnasium or lyceum, was eligible for admission to the university, so long as he was not at the moment in jail. The university maintained no student residencies, no counseling, no advising, no testing other than in academic

subject matter, took no responsibility for student life, and, in fact, considered that the personal lives of students were of no concern whatever to the University. Students were considered to be completely self-sufficient adults and scholars.

The faculty, however, had begun to question these expectations. Students in Engineering normally took a comprehensive examination at the end of the first year; that is, they took the examination, if they considered themselves prepared for it. One engineering student first sat for this first year examination at the end of his second year, and failed it. Presumably he should have sat again after another year; but in his tenth year he still had not presented himself for re-examination. Since he regularly paid the nominal registration fees, there was seemingly no cause for alarm. But the faculty began to receive reports that the young man, under some inner compulsion to justify his sojourn at the University, was representing in his home village that he had completed all the work for his Degree of Engineer except for the required thesis. This seemed to be carrying academic freedom a bit far. Even in Holland, I gather, universities must now reckon with public relations.

At the same time the problem of numbers was beginning to plague Dutch universities; and the faculty decided that some systematic effort should be made to keep track of the academic progress of students, to salvage the salvageable, and to eliminate those who represented an unwise investment of faculty time and university resources. To this end they chose one of their number to be Dean of Students, on a half-time basis and provided him with a half-time secretary. This was for a student body of five thousand.

The new Dean was visiting American universities seeking clues of how to attack his problem. As you may guess, he was appalled at what he saw. He was especially appalled at what seemed to him, in contrast with Dutch education, the excessive permissiveness in our dealing with teenagers, both at home and in high school, and, on the other hand, what seemed to him, in contrast with his University, the high degree of paternalism in our relations with college and university students.

Even so, the visiting Dean came to the conclusion that the notion that an individual, whether in Holland or America, is a completely self-sufficient adult and scholar by virtue of being nineteen and enrolled in a university is a myth. He returned to his university presumably to make an attack on this myth. The obstacles he faced must have been great, for two years later we were visited by one of his colleagues, who had succeeded him in the office, this time on a full-time basis. I have been in touch with neither of them since, but I have an image of painstaking efforts to

establish an independent program of student personnel services on a modified American pattern. Then after a slow and arduous development of these independent services I can imagine their concern about their separation from the central activities of the faculty.

The primary challenge in Student Personnel Administration in this country in the period just ahead seems to me to be the development of ways and means of restoring the integrity (unity) of college and university experience. For the student, living and learning are truly not separable, nor should they be. Student personnel workers should in reality be teachers and, no matter how specialized their responsibilities, they should relate their efforts directly to the student's primary intellectual objectives.

Teachers, on the other hand, should be urged, encouraged, and assisted, in relating their instructional efforts to the individual human creatures who are pursuing these intellectual objectives. This requires that we go beyond the usual administrative devices of line and staff organization, delegation of responsibility and specialization of function. It calls for new approaches to the problem of bringing teachers, student personnel staff and students together in a common effort to tap human resources, stimulate personal and intellectual development of students, and nourish student self-direction. It means more direct participation of the teaching staff in areas which have been considered the reserve of professional student personnel workers. It also means from professional student personnel workers a clearer dedication to central academic goals.

One of the by-products of our contemporary failure to preserve the integrity of educational experience, I believe, is the confusion which exists in the minds of many undergraduates regarding the issues involved in the relationship of the individual to society. Commencement orators, pulpit orators, educators, philosophers and writers all have been singing in unison the chorus that conformity is the sin of our age. To be sure, they sing of a creative species of nonconformity, one which makes a positive contribution to the general welfare. But on casual hearing the tune seems to be that any kind of nonconformity is better than none.

For too many students, group is a dirty word; togetherness is a term of derision; and the supreme value is the individual. These students have the same need for identification with groups as young people always have, the same need for warm human support from contemporaries who have congenial interests. But they have bought a slogan, and it denies this need. It says that as individuals they are self-sufficient. For too many faculty members, hungry for signs of intellectual independence in students, beatnik indulgence in selfish whim is spuriously accepted as evidence

of creative, intellectual self-direction. Paradoxically, it is even accepted as evidence of self-discipline.

For many of our undergraduates, the resolution for themselves of the issues of their relationship to the demands of society is a critical problem. The Rockefeller Brothers Fund report, "The Pursuit of Excellence: Education and the Future of America," of which Dr. John W. Gardner was the chief author, contains an excellent statement of the problem, in the section on "The Social Ceilings on Individual Performance." It reads, in part:

"Among the obstacles to the full development of individual talent is the nature of modern society itself. A consequence of the complexity and specialization in modern society has been the increasing prominence of organization in our lives ..... but while complex organization is necessary it is also costly. It is often a stifling atmosphere for the exercise of individual creativity and it may induce a conformity that becomes a threat to society's vitality ..... The notion that we might escape the complexities of modern life by returning to some simpler form of existence is sheer romancing. The interlocking complexities of modern society are an inescapable part of our future. If we are to nourish individual freedom we shall have to nourish it under these circumstances. If we are to maintain individual creativity we shall have to learn to preserve it in a context of organization."

At this point the purely intellectual goal of search for truth for its own sake is confronted squarely by the individual's obligation for a productive existence in the context of contemporary society. The two must be reconciled; and as educators we cannot leave their reconciliation to chance.

The first business of the profession of Student Personnel Administration in the years ahead is educational experience for students; educational experience which is centered upon intellectual goals of individual students, and which never compromises these objectives, but which makes possible their more complete realization by relating them to the full potential of the individual's extra-academic talents, abilities, and resources; or in short, educational experience which brings the world of ideas into clear focus with a world of people in communities, states and nations. [Prolonged applause]

CHAIRMAN GUTHRIE: I think this has been an unusual leadership year, with President Don Winbigler; and this address tonight, I think, is another evidence of it. We are indebted to him for the quantity of his efforts during this past year, but more particularly for the quality of his contributions.

In closing, I would like to ask the Ohio State Dean's office host people, and their wives, to stand, not only for a thank you for the work that has been done and will be done in the next few days, but particularly so that you will know these special people when you see them, so that if you have any special cares and worries that need to be taken care of, I am sure that my co-host, Dean Mylin Ross, or Mrs. Ross, or the staff people from their office, that these people will be helpful to you.

May I just ask the Ohio State staff people who are here tonight, and who have been so helpful and will continue to be, will you stand, you and your wives, so that we can make sure the people know who you are. [Applause as they arose]

Unless there is another announcement -- and I am pausing for that purpose -- we are adjourned, and the Spanish Room is available for our reception. Everyone here is invited, if you care to join us in the reception in the Spanish Room at 9:30, or if you are there a little earlier, I think the refreshments might come shortly thereafter.

Thanks to each and every one of you, particularly to our guests, for being present tonight.

... The Dinner Meeting recessed at nine-five o'clock ...

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## FIRST GENERAL SESSION

Friday, April 8, 1960

The First General Session convened at nine-fifteen o'clock, Past President Fred H. Turner, University of Illinois, presiding.

CHAIRMAN TURNER: Let us come to order and get this meeting under way. We have lost a President this morning. We cannot find the president and in order to get things under way I will call the meeting to order. We will present Wes Lloyd, Past President of the Association, and Chairman of Commission II. Wes will introduce his members of his panel and I think he will take over from here. Wes Lloyd.

... Past President Wesley P. Lloyd, Chairman Commission II, assumed the Chair ...

CHAIRMAN LLOYD: Thank you, Fred. Members of NASPA, we are a little late getting under way, so we will move into our work of the day. We are asking to work on this panel several members of Commission II on Principles and Professional Ethics: Dean Patrick Ratterman, Xavier University, to chair the panel that will take just a few minutes toward the close of our session here. A little more than toward the close of the session, Dean Broadbent of the University of California at Riverside, Dean Harold Stewart, Wayne State University, and Dean Ralph Young, College of Wooster.

Now, any of you who have had the delightful and sweet experience of being in and around this organization over the years know something of the gratitude we feel on the way that our administrative staff pulls us out of the hole on critical situations. I am sure that the Commission wants to express its gratitude this morning to Carl Knox and to the stenographer who met the real problems at 10:30 last night to get new stencils cut, and the stapling done, and the stencils run this morning out at Ohio State, and here in time for you to have copies of our Statement of Principles. I would appreciate it if you would just turn to page 1, B-2, the third line, it says "all counseling and guidance programs." Cross out "counseling and guidance" and substitute "student personnel." Then the statement will read as originally intended.

Following the decision of last year's meeting, your Commission II worked somewhat through the summer and through the year trying to make certain that we received from the field, from your offices and from your staffs, the vital information that you would think should be presented in this Statement of Principles and Practices.

Among the members of NASPA, the tentative state-

ment on principles and professional ethics, we invited and encouraged you to respond frankly. After presenting the discussion in one or more of your staff meetings you actually did respond frankly. If you ever had the experience-- I am sure some of you have -- of sending a questionnaire for response to all members of this organization, you do not have to ask for frank responses. They come back in good order and without anything left out. One of the interesting things about it is that you all respond just the opposite to the other one. Each response is different and we have a habit almost of making a religion out of what we do here. Some people were ready to die for the statement; some were ready to die to get rid of it.

So the Commission had a job through the summer. Most of it had to be done by mail and by telephone, and then we came early and yesterday spent a good deal of time reconciling these statements. With your permission, instead of spending this morning in debating the wording, if you feel that perhaps there has been enough debate on wording, we think now we can move into the substance of it, and we will have a more fruitful experience in this meeting and the next.

The responses from each of your offices seemed to be thoughtful and helpful as well as being appreciated by the members of Commission II. Commission II studied these responses with the result that I have indicated. It has been encouraging to see how many of you went to the real bottom of this business of ethical principles and practices. There was evidence in your answers that you are concerned and glad to work on such a problem.

For instance, several insisted that this statement should be lengthened to include more items. Others asked that it be shortened. Some said it did not represent a statement of principles at all, but rather a procedure in administration, a statement of duties. Others felt that the strength of this Statement was in keeping the principles and practices together so that the principles could be tested against what we actually do in our daily work.

I should say that that was the objective of the Commission. You know, you and I have certain ideals hung up on the walls. They get into the words, on to the walls, and into the books. The only place we do not get a chance at them is in our office each day when we are working. So Commission II decided that if we want to get realistic about this, we ought to combine principles and ethical practices in one statement -- not all-inclusive, but at least suggestive enough so that we could move in on it realistically.

The Commission discovered that it had a pretty heavy task in attempting to reconcile the various viewpoints but please be assured that the dozens of ideas and the many dozens of ways of stating them have been discussed at great length.

Without claiming any degree of perfection for the present wording, we suggest that we turn our attention now to that more fruitful work of simply looking more objectively than ever before at our own practices and principles as we live them. Perhaps a few questions will be helpful and provocative.

Do our students share with us the feeling that the things we are doing on the campus meet their own critical need, rather than merely meeting the needs of the institution we represent? This seems to be one of our critical problems. Most of us are so deeply concerned with our institution, and so appropriately concerned, that we may crowd out some things that can be done for students beyond the immediate concern of the institution.

Do the members of our own staffs feel that we as their immediate administrators represent them in the most professional and ethical way? Are there specific things we might do that we have not done to improve the morale and professional standing of our staff members? Do our staff members feel free to suggest needed improvements in our administrative procedure, or have we, in the crowded schedule of daily work, taken our associates somewhat for granted, or proceeded mechanically without sufficient discussion of their needs or their legitimate expectations of us as administrators?

Perhaps as members of NASPA we may be found with one of these two possible attitudes. (1) With a kind of complacency, or a wondering why we who spend our lives in service to students, should be invited now to take a new look at ourselves and our ethical practices. Or, (2) we could be somewhat genuinely concerned and delighted to take this new look, and to be able to discover from our own colleagues and associates here in NASPA some new standards of ethical excellence that may have passed us by earlier.

In discussing the problem of ethical principles, it seems to members of Commission II that there are a few mental traps into which administrators may fall unwittingly. One of these: a tendency to feel that others are responsible for deficiencies in the work of administration, when these deficiencies might better be attributed to ourselves. How often have we spent time talking about the way in which a shortage of budget, or a shortage of staff members, has limited our service? While we were still talking or worrying, we failed to focus on certain improvements that could be made without increase of either budget or staff.

In the case of low morale of a staff member, do we merely regard him as inadequate to the task before him, or do we center on improved communication as one factor in bettering staff relations? Have you noticed how seldom any of us attribute unfairness or thoughtlessness to ourselves? It



seems natural to see it first and always in others, and to miss those acts of thoughtlessness that come into our own lives.

One university student reminded a dean of students that a member of the dean's staff treated his own colleagues or the dean with greater courtesy and consideration than he did students who called at his office. To what extent do you or I develop unnecessarily the authoritative attitude, or the authoritative complex? Going about our work as we do each day with a little more to be done than can be done, do we merely shift into the authoritarian gear and clip things off in a way that we are not proud of, even after we look back at it?

Not all deans fall into these mental traps. Let us hope that none do. Yet perhaps those who are most free from such practices will most welcome the chance to look within and discuss the matter frankly with others through this morning's session.

So this morning we invite the conference to use this statement of principles that each member has been given to provoke some searching thought regarding our relations with students, staff members, with our colleges or universities, and with the professional organizations. During the discussion our panel will present the statement prepared by Commission II and lead us, to start us out on the discussions that will continue in the group sessions. Of course this will be merely an introduction to the group meetings from ten to eleven o'clock. At eleven we return to this room for a business meeting under the direction of the president, and one item of this eleven o'clock meeting will be for a presentation of this statement for possible adoption by the conference.

We invite each one of you to dig deeply this morning on this subject and to find in it some of those thoughts that you already know are there. We would suggest that rather than wrestling with the words, let us wrestle with some of these ideas that will make it possible for us to go back to our work very glad that we came, even if we could get to nothing in this meeting except the discussion of these principles that go beyond statistics and beyond the usual surveys into the thinking of each of us in our daily work. We turn now to Dean Ratterman and his panel.

DEAN RATTERMAN: Thank you very much, Wes. I would like to acknowledge at this time that when Wes Lloyd talks about the work that the Commission has done, I think he is referring to about 90 per cent of it (which he would not refer to as having done it) which he actually did, and I think the Commission would like to acknowledge that at this time.

Does everybody have a copy of the statement of

ethical principles? We passed them out at the doors. I presume everybody does. The only thing we have time for this morning is really a technicality. We feel this is a rather important document. It is not one that should be adopted by the entire conference without its being read and thought about. The necessity of its being read can be deadly, we realize that, because it is no fun to sit and just have somebody read at you. On the other hand, we felt that it was absolutely necessary for the proper presentation of this document that it should be read.

We are going to split up the reading. I am going to call on the various men in the panel to read the various sections of it. There will be no time for discussion right now, because we have to stop at ten minutes of ten. Then in the various sections which will follow this we can discuss the document and have all considerations in its regard. I will start off by reading the introduction and the general principles. This is proposed by Commission II, which has the consideration of principles and professional ethics. We have entitled this proposal "Statement of Principles and Ethical Practices of Student Personnel Administrators." The document is divided into five parts: A. General Principles, B. Principles and Practices Affecting Students, C. Principles and Practices Affecting the Student Personnel Staff, D. Principles and Practices Affecting the University, and E. Principles and Practices Relative to Professional Organizations.

... Deans Ratterman, Broadbent, Young and Stewart read the following statement submitted by Commission II:

Statement of Principles and Ethical Practices  
of Student Personnel Administrators

Recognizing the professional responsibility that must always characterize the dealings of student personnel administrators with students, staff, faculty, the university administration and professional organizations, the National Association of Student Personnel Administrators approves, as a basic premise to the work of its members, the following statement of principles and ethical practices.

A. General Principles

1. The student personnel administrator regards as his basic responsibility the total educational welfare of individual students and student groups. He seeks to coordinate the objectives of his office with the ideals and educational objectives of his university.

2. He gives every possible support to the instructional program of the university. He establishes policies of administration and encourages programs of activity which not only, in themselves, are educational, but which assist students

in the greatest possible realization of their own educational potentialities.

#### B. Principles and Practices Affecting Students

1. The student personnel administrator works to provide a milieu which enables the student to contribute to the attainment of university goals and to the solution of university problems. In furtherance of this objective he develops procedures designed to keep students accurately informed, to ascertain student thought and viewpoint on problems which concern them, and to provide opportunity for adequate representation of student opinion before officials and groups concerned.

2. He develops such student services as are necessary or advantageous in furthering the total educational purposes of the university. He strives to orient all student personnel programs toward the development of student maturity, self-confidence and self-reliance.

3. He is concerned that the social life of students properly complement true educational objectives and that it develop in students self-respect, respect for others and the accepted social graces.

4. He teaches students to honor the dignity and rights of individuals and groups off campus who are associated with university life either by affiliation, by proximity of residence, or by business association.

5. He respects meticulously the confidences of students. Any information acquired in disciplinary procedures which might be detrimental to the present or future good name and reputation of the student concerned is regarded as confidential and is communicated to others only with professional discretion.

6. He establishes means of communication by which the worthwhile achievements of students are regularly called to the attention of other students, faculty members and appropriate administrative officers.

#### C. Principles and Practices Affecting the Student Personnel Staff

1. The student personnel administrator encourages wholesome interstaff relationships by his own personal dedication and sensitivity to sound ethical principles and practices.

2. He respects the dignity of his staff members and encourages a spirit of interdependence and cooperation. He manifests a personal interest in the members of his staff and keeps himself informed regarding their professional needs. He seeks the counsel of his staff on ways of improving the

professional climate in which they work, a climate in which creative thinking by staff members is encouraged.

3. He consults staff members with reference to impending changes which may affect their work and responsibilities.

4. He establishes procedures through which faculty members and administrators of the university are given appropriate information regarding individual and collective achievements of his staff members.

5. He provides an effective system of intercommunication among members of his staff and furnishes clear and meaningful statements of policy and procedure as occasion demands. He keeps his staff informed regarding significant problems before the university, particularly those which bear on student personnel work.

6. He seeks to provide opportunities for the professional advancement of staff members, providing in-service training programs whereby they may become increasingly effective in their work.

7. He works for equitable and adequate salary schedules for members of his staff, realizing that to do so effectively he must be equally concerned with such arrangements throughout the entire university.

#### D. Principles and Practices Affecting the University

1. The student personnel administrator establishes procedures to re-evaluate periodically the student personnel program.

2. He seeks from academic departments and other administrative units information that can be used for increasing the efficiency of the student personnel program. He communicates to them relevant information regarding students and student problems.

3. He keeps the faculty aware of the basic philosophy and procedures through which the student personnel program functions.

#### E. Principles and Practices Relative to Professional Organizations

1. The student personnel administrator participates actively in appropriate professional organizations. Through the medium of such professional organizations or through personal communication, he provides every assistance possible to fellow administrators on other campuses.

2. He gives appropriate encouragement to members of his staff to support professional organizations.

3. He actively supports N.A.S.P.A. in its continuous effort toward the improvement of the administration of student personnel work in the universities of the country...

DEAN RATTERMAN: In general, I would simply like to call your attention to this. This document has been made up with a great deal of thought, and it was made up in the following way. Everything which is in sections B, C, D, and E simply implements that which is in section A, the General Principles. In other words, B, C, D and E give the implementations in various fields. If you will notice within each one of these sections B, C, D and E, the first statement is the general overall statement. For instance, in regard to "Principles and Practices Affecting Students" on page 1, the first statement gives a general statement, No. 1 gives a general statement in regard to the relations of a student personnel director and the students. Then Nos. 2, 3, 4, 5 and so on give further implementation, so that throughout it is a constantly expanding document. Everything, we feel, is contained in the General Principles.

We could almost stop there, except we want to spell it out, and in the questionnaires that were sent out to the various members of NASPA, we found out that these were the particular things that they felt should be spelled out.

With that, I turn the meeting back to Wes.

CHAIRMAN LLOYD: Thank you very much. I am sure we all regret that our start was so late that our panel could not give us the kick-off for our next meetings, except as has been done through the reading, and so effectively done. I am sure the panel has done the best thing in canceling any attempt at a discussion of it, and leaving that to the regular group meetings.

Now, gentlemen of NASPA, this is your document. It does not look like any one of you would have written it. No one of you would want to take any credit for it. Yet, when we find the things which we wanted talked about most, we did what we could to put them together in an understandable way. You will find many things that you may have wanted there, that the group generally thought would make the document too long and they were left out. You may have something that you think should have been left out, that enough people wanted in there, so that it was put in.

Yet, let me not infer that this is a mere conglomeration of ideas for, as Dean Ratterman has indicated, it has been organized by the Commission and we present it to you for your positive look, and I think I ought to say for the Commission, for your sympathetic and understanding action. But let us discuss not necessarily just the wording out in our groups. Let us move into those groups to bring out the real meat that we can find in these principles and practices under which we all operate or would like to operate.

This closes this phase of our morning's program.  
(Applause)

... The Business Session recessed at nine-fifty  
o'clock ...

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## BUSINESS SESSION

Friday, April 8, 1960

The Business Session convened at eleven-five  
o'clock, President H. Donald Winbigler, Stanford University,  
presiding.

PRESIDENT WINBIGLER: Will the members of Commis-  
sion II please come to the platform.

I am glad to declare the annual meeting of the  
National Association of Student Personnel Administrators in  
Session.

As the first item I am going to call on the Chair-  
man of Commission I, Jack Clevenger, to introduce a couple  
of guests. Jack Clevenger. [Introduction of Guests] We  
are glad to welcome these guests. (Applause)

The first item of the agenda for our business  
meeting will be a continuation of the report of Commission  
II. For this purpose I will call back the Chairman, Wes  
Lloyd.

DEAN LLOYD (Chairman, Commission II): Thank you,  
Don. What a rosy start we had in those group meetings. No  
one will ever be able to say that this year's conference  
went to sleep at ten o'clock in the morning.

First we would like to have our brief reports from  
the various recorders of the groups. We will start with  
Group I and move right along in that order, and the Recorder  
is Dean Ralph Young. We will have Group II report, Dean J.  
Reginald Switzer.

DEAN J. REGINALD SWITZER (Mississippi Southern  
College; Recorder, Group II): Our discussion was quite  
good. Group II recommends immediate acceptance of the  
statement as proposed by the Commission, but not as a final  
corrected document. We recommend that consideration be  
given to clarifications and additions. Examples of such  
clarifications or additions which were discussed are the  
following:

1. Relationships between personnel administrators

with personnel administrators of other schools.

2. Relationships with parents.

3. Respect of all confidences of students, not just those relating to disciplinary measures.

4. Fair play in disciplinary measures.

As stated in the beginning, Group II recommends the immediate acceptance of the statement as proposed and encourages that all suggestions, clarifications and/or additions be considered on a continuing basis.

DEAN LLOYD: Is Dean Etheridge of Group III here? Is someone else assigned the recording for Group III? We move to Group I. I think Dean Young is here now.

DEAN RALPH A. YOUNG (Recorder, Group I; College of Wooster): In our group discussion we tried to apply the principles to a flesh and blood situation. The attention therefor was focused on beatniks and more especially the beatnik attitude. We really got flesh and blood into the discussion. For instance, on one of the campuses a pseudo beatnik had committed suicide, and there was a feeling that perhaps this sad event might have been avoided had a faculty member who knew about the situation conferred with the Dean's office.

Now of course there is wide variation of opinion as to what should be done about student confidences, and so on, but out of this particular incident our attention became focused on means of communication between faculty and the Dean's office. In other words, our discussion centered largely around section D, item 2, "he seeks from academic departments and other administrative units information that can be used for increasing the efficiency of the student personnel program." Out of that concern with communication the following suggestions were made:

Faculty might be more helpful if they were included as members on committees, such as admissions and other committees which make the faculty more aware of students and students' problems.

The second suggestion was made that communication in larger schools be sent directly from the student personnel office to the various deans.

Third suggestion made was that communication would be more effective if the dean's offices only attempted to communicate when they had something to say. (Laughter)

A suggestion was also made that a special brochure which either reported or described the student personnel services would be helpful if it were prepared and supplied

to both faculty and students.

Another helpful way of communication was pointed out in one instance where the new faculty members have a series of orientation meetings covering the period of about a week, early in the year.

Now there was a brief post discussion that I want to report on in closing. Perhaps we are missing the boat in our failure to consider more seriously what the ethical attitude should be toward the beatnik attitude which is evident on practically all of our campuses, if not all, in a smaller or larger degree. Thank you.

DEAN LLOYD: Thank you. For Group I Ralph Young just finished. Dean Switzer has reported for Group II. Now Dean Etheridge for Group III.

DEAN ROBERT F. ETHERIDGE (Recorder, Group III; Miami University): Maybe we missed the boat on our presentation. We did not pay too much attention to our Commission Chairman, but we had the feeling that this document appeared to be too encompassing, and that perhaps there should be some consideration to a separation of the principles and procedures. Of course, our greatest concern was "what is the purpose and distribution of this document?" Perhaps once this is decided we could determine its specific length and make-up.

Certainly our Group felt that the Commission should be praised on its attempt to emphasize creativity in our work especially with respect to the notion of development, improvement of programs, and so forth.

I think there was some question on just where certain administrative responsibilities with respect to the confidentiality of a relationship with the student should end and where should we give careful weight to the apparent condoning of inappropriate behavior as it affects not only our campus but our campus community.

I think there was some concern, perhaps expressed by me, that we ought to give very careful consideration to our relationships with other organizations, not necessarily those which are university oriented. I think by this that there are many professional organizations that we could give attention to. Here again this is a deliberate deviation from your instructions, but our group was quite concerned about the fact that the word "university" was used throughout, rather than recognizing the term "college." Now take this for what it is worth.

I think that one of our notions was that we have a responsibility to constantly remind ourselves and our faculty associates that our profession is an academic function, and



that as we tend to specialize in this realm of student personnel services that we sometimes isolate ourselves from the general objectives of the university and tend to be considered specialists rather than teachers.

DEAN LLOYD: Thank you. Now Carroll Parish for Group IV.

DEAN H. CARROLL PARISH (UCLA; Group IV): In our Group an excellent precis of each section was given by members of the panel. Then there was discussion from the floor. Many of the problems which you have already heard about from the other panels were discussed. I think more discussed than others was the confidential relationship with students. However, there were several suggestions that we thought were rather good.

One was getting away from the dichotomy between faculty and deans of students. You do not use the word faculty in administration.

It also was pointed out that this document itself was not a public relations document primarily, but rather a guide for our own members, for our own people.

The consensus of the group was that although there were minor imperfections, it was certainly not the law of the "immediates and the perchance, and therefore it could be changed, but certainly we should adopt it for this year.

DEAN LLOYD: I think a number of the groups had this discussion as to the terminology between the contrast of universities and colleges throughout the statement. I am going to take the liberty of asking Dean Broadbent if he will say a word about the thinking of the Commission on this point.

DEAN BROADBENT: This matter of terminology came up in our section also and there was a good deal of very strong feeling that the members of our group would run into very real problems with their faculties, with the other members of the administration, if the term university remained throughout the document.

In the meetings of the Commission we wrestled with this problem for quite some time. We proposed at first to use the term "college or university" throughout wherever the term university now appears, and that seemed terribly cumbersome. We tried the term "institution," that at times seemed so vague that it was almost meaningless. We hit upon the rather unfortunate solution then, it appears, of using the term "university" throughout, hoping that it would be sufficiently all-inclusive that it would include everything, including colleges, institutes of technology, etc., and it would be understood.

Wes, I feel perhaps this is a serious deficiency in the report that ought to be corrected possibly before we go any further in presenting it for adoption. Perhaps a footnote would solve the matter by simply using the term "institution" and then in a footnote explaining that "institution" is used to include colleges, universities, technological institutions, etc. We recognized the problem, and we did recognize it at the time the document was being drawn up. This is just as bad an attempt at solution, and it should be changed, I think.

DEAN LLOYD: Thank you, Tom. I wish all of the points of this statement were as easy to handle as the one that Tom has mentioned.

I discover that we have not introduced members of Commission II, and the members of that Commission have spent so many hours that I would like (almost selfishly) to introduce them to you. Dean Byron Atkinson of the University of California, Los Angeles, is unable to be here, but representing him is a member of that staff, Carroll Parish. Tom Broadbent, University of California, at Riverside, whom we introduced earlier. Howard Matheny, University of New Mexico was unable to be with us. Dean Patrick H. Raterman of Xavier University, whom you met this morning. Dean Lyle Reynolds of the University of California at Santa Barbara was unable to be here. All other members of the Commission were here: Weldon Shofstall, Arizona State University; Harold Stewart, Wayne State University; James Switzer, Mississippi Southern College; and Ralph Young, College of Wooster, whom you heard from this morning.

I suppose each of you would like to be Chairman at this point. (Laughter) I think that we have found in the various group discussions almost identically what we could assume would happen when this many fertile minds go to work on a statement of this kind. It seems to me that we have now before us two alternatives -- or you may think of five or six. After visiting the various sections I think primarily of two. One is that in consideration of the fact that we in this body would never find a statement that was totally agreeable to all, unless we had many years to work on it and to iron out our various viewpoints, in consideration of how long it does take to get a document adopted and before the convention for a working basis, we may want at this point to adopt this statement as an introductory or working basis, a beginning point, and charge Commission II to continue to revise it and bring it back in the form that may be agreeable to even more people of the convention.

On the other hand, recognizing the fact that the members of the Commission have no special brief for this kind of a document, we have worked on it until we think it has something to offer for us, but are not in any sense inclined to ask its adoption merely as a vote of confidence to the Commission.

Mr. Chairman, in recognition of the very many possibilities before us, recognizing that the members of the Commission have taken the responses from the field that included most of the discussions in the morning session, and realizing that we will need several years' good work to make the document as it ought to be, recognizing also that if the document were perfect to the point that we would see it almost now as modern scripture, certain men pass, new members of Commissions come on, Commission II two years from now would perhaps want to scrap it and start all over again, or perhaps one year from now; therefore, we present this statement merely as a starting point, to be subject to all of the changes that this body wants to make on it through the months or the years. Mr. President, I move the adoption of this statement as it stands, with the exceptions of one or two additions, such as wording and such as putting a note at the bottom indicating the use of the terminology in changing it to "institutions." With those two minor considerations, I move the adoption of the statement as a beginning, working premise of the Association at this time.

... The motion was duly seconded ...

PRESIDENT WINBIGLER: The motion has been made and seconded. Is there discussion?

DEAN THEODORE W. ZILMAN (University of Wisconsin): Wes, I wish you would change your motion to make it accepted by this body, and here is why I wish you would do it. I somehow believe that if this organization is to be asked to approve or adopt a statement of the significance that I think this has for all of us, that we ought just as a matter of procedure be given an opportunity to see the thing at least thirty days prior to our annual meeting here. Then those of us slower boys can study it over and play it on our pianos and find out whether we want to suggest any change in it, and if so, argue for our changes before this body when it is met in convention. Then if we have not studied this, or have not done this home work and are asked to approve something here, we are served right if something is adopted that we may find some exceptions to in later days. So it is a matter of procedure that I am asking that we consider very seriously, not only for this thing, but other things that may come before us in the future.

PRESIDENT WINBIGLER: Ted, would you like to submit that as a motion to amend?

DEAN ZILMAN: I will make it a motion to amend.

PRESIDENT WINBIGLER: To substitute the word "accept" for "approved."

DEAN ZILMAN: That this be accepted by this body instead of approved, or adopted.

DEAN LLOYD: Ted, I believe that perhaps we are together in the spirit of this. Would you care to make a comment on what difference you see between approved and adopted or accepted and approved -- accepted or approved?

DEAN ZILMAN: If we say adopted or approved, to my way of thinking this means that what we have here is it, with very little change, a comma here, a word there, to better express a thought not too well expressed perhaps. But if we accept it, this leaves it open to study, further amendment as to content is possible, and this is what I would like to see us do now.

DEAN LLOYD: Thank you, Ted. Perhaps I should have indicated before we went into our group discussions that the thing that Ted is asking for is almost identical with what happened one year ago when a statement was presented and accepted on a tentative basis, and taken back to our offices and set up with suggested changes. It was then sent out to every member of the Association. It was posted to every member of the Association. Each member was invited to make his responses exactly as Ted has indicated. A great percentage of you made those responses. We have worked with them throughout the year. We think that we could do the same thing for another year.

I would like to point out, Ted, that the Commission has felt that it was doing just about the thing that you have been asking, although I am certain it does not meet every detail that is in your thought on it.

DEAN ZILMAN: Well I am mistaken then. I thought that this instrument went to bed only last night, and I have not the advantage of the old thing that went out to compare where there were changes in thought or content. This was something that I think we ought to avoid doing.

DEAN LLOYD: It has been a year's study, and the latest meeting of the Commission was all day yesterday, in an attempt to get the final statement from your reports from the field.

PRESIDENT WINBIGLER: I believe there was no second to the motion to amend.

... Motion duly seconded ...

PRESIDENT WINBIGLER: The motion has been made and seconded to substitute the word "accepted" for "approved or adopted." Is there discussion on the motion to amend? [The question was called] All in favor of the motion to amend will say "aye." Opposed, "no." We will have a show of hands. All in favor of the motion to amend will raise their right hand, please. Father Ratterman, would you count on this side? [Those in favor of the amendment were counted] One vote per institution. Those opposed please raise your hand. The motion is clearly lost. Now is there further discussion on the the main motion?

... The question was called ...

PRESIDENT WINBIGLER: The question has been called.

DEAN GUTHRIE: What is the word?

PRESIDENT WINBIGLER: Adopt. Is this correct, Wes? It was "adopt." The question has been called. All in favor of Wes's motion say, "aye." Opposed, "no." The motion is carried. It is the Chair's interpretation of this motion that the work of Commission II is by no means finished, but I think we all owe Commission II a vote of real thanks for the tremendous job which has been done. (Applause)

The next item of business is a report from the Executive Committee and in this connection we have passed out to you a mimeographed document entitled, "Report to The Membership of the National Association of Student Personnel Administrators Regarding Vote on Issues Related to Fraternity Membership Policies." Are there any who do not have that document? This is a report item. There will be opportunity for discussion on it at the next business meeting in case you wish to discuss it.

I would like to run through the report and make a few comments regarding specific sections.

The section entitled "Study by Committee on Fraternity Relations" is an attempt to summarize the work which preceded the decision to take an official ballot. There is one paragraph which needs correction and I am going to dictate those corrections now. On the first page, just below the middle of the page, the paragraph beginning "The second section presented" please change "six" to "eight alternative...." In the line just below, the final sentence in the paragraph should have the following addition: "and acceptance of members for such groups without regard to race, creed, and/or national origin by (fixed date)." So the paragraph would read:

"The second section presented eight alternatives, as possible recommendations to member institutions. The eight alternative positions were arranged in a gamut, of which one extreme was 'grant autonomy to fraternal groups in the matter of membership requirements,' and the other extreme was 'require the removal of clauses which restrict the selection of members for fraternal groups on the basis of race, creed and/or national origin by (fixed date), and acceptance of members for such groups without regard to race, creed, and/or national origin by (fixed date).'"

The second section on page 2 "Decision for Official Vote" describes the background of the decision to make an official vote. The next section "The Ballot" is a description of the ballot which was sent out to voting representatives with a statement of the four propositions and the

supplemental question regarding the most favored position. The next section describes the "Returns" which we received. You will note that we received ballots which amounted to 87% of the membership, ballots which were counted. This section refers to the Tables I A and I B which are appended.

The next section is a comment about the "Vote on Four Basic Propositions." The specific data are summarized in Table II. The next section deals with the responses on the "Most Favored Proposition," and refers to Table III. The next section presents some "Analysis of Vote," referring to Tables IV and V, first in the matter of the combinations of propositions which were favored, and secondly analysis in the presence or absence of fraternities.

I would like to call your attention now specifically to the concluding statement, beginning on page 6.

This balloting was undertaken after extensive deliberation and with serious consideration to the views of esteemed and respected members of NASPA who hold that criteria for fraternity membership are matters which should be solely the province of individual educational institutions and of individual fraternities. The actions of the Association in 1957 and 1959 were accepted by the Executive Committee as a mandate to provide voting representatives with an opportunity for an orderly decision on the matter of an official NASPA stand on these issues. The vote has been taken and the results reported. NASPA has now taken an official stand, on the basis of majority vote, in favor of Propositions 1, 3 and 2. Listed in that order because of the order of vote. They are listed. The final paragraph:

"Thus, NASPA opposes clauses which restrict fraternity membership on the basis of race, creed and/or national origin. Specifically, the Association recommends: 1) that national fraternities remove such clauses; and 2) that its member institutions encourage local chapters to work through normal fraternity procedures for the elimination of these clauses and for the acceptance of students for membership without such restrictions."

This statement was approved and adopted by the Executive Committee at its meeting on the 6th and 7th. The report is here submitted to you for your study and consideration. It is the view of the Executive Committee that the Association has acted. If you wish to discuss it or to take any action upon it, there will be opportunity to do so at the business meeting tomorrow morning.

Related to this item, the Committee on Fraternity Relations was asked to make a study of the statements of policy which had been adopted by specific institutions, and I believe we now have a report from the Committee on Fraternity Relations. Is Dick Hansford ready to report? Dick.

DIRECTOR R. L. HANSFORD (Committee on Fraternity Relations; University of Akron): Thank you, Don.

The period dating from the adjournment of the 41st anniversary meeting to the opening of this, the 42nd anniversary meeting of NASPA has been a rather inactive one for the Committee on Fraternity Relations.

The Chairman of the Committee represented NASPA at the College Fraternity Secretaries Association's annual meeting which was held at Portsmouth, New Hampshire, July 7 to July 11, 1959. He reported to the CFSA the background of events which led to the development of the Committee's questionnaire the purpose of which was to determine what position, if any, NASPA should assume in the matter of membership requirements of student fraternal groups. He also reported the totals of the responses to the several items of the questionnaire by the institutional representatives of NASPA and the decision of NASPA at the 41st annual meeting to submit to the institutional representatives a ballot which would consist of the four items of the questionnaire most often favored by the members who answered the questionnaire. A copy of the questionnaire which included a tabulation of the responses to the several items was presented to the Association to make possible the duplicating of additional copies for distribution to its membership. The Association requested that the question "Are there chapters of national fraternities at your institution?" be included on the NASPA ballot. The CFSA's request was sent to the President of NASPA by the chairman of the Committee on Fraternity Relations.

Several members of the Committee on Fraternity Relations and members of NASPA's Executive Committee met with leaders of the National Interfraternity Conference during its 50th anniversary meeting, held November 26 to 28, 1959 in New York. The officers of N.I.C. were informed of the circumstances which led to the decision of NASPA to submit the ballot to its institutional representatives. They were also informed that the results of the balloting would be made available to the N.I.C.

The Chairman of the Fraternity Relations Committee was privileged to attend the two meetings of the NASPA Executive Committee which were held in Chicago on October 22, 1959 and in Evanston, February 13, 1960. At the Chicago meeting, the Executive Committee devoted considerable time in determining the exact wording of the ballot. This was done to eliminate any possible misinterpretation of the items by the voting representatives of NASPA and to provide for a statistically sound method of tabulating the results of the voting on the issues involved. At this meeting, the Executive Committee approved for inclusion on the ballot the question, "Are there chapters of national fraternities on your campus?"

At the Evanston meeting, the ballots which had been returned were carefully studied to ensure that the method of reporting the results would accurately identify the position to be assumed by NASPA which was most generally favored by the institutional representatives.

The Chairman of the Committee on Fraternity Relations had anticipated that the Committee would be well occupied during the past year in studying and analyzing the statements of the policies of the member institutions of NASPA regarding restrictive qualifications for fraternity membership. However, only 20 such policy statements were received by the Chairman. A summary of these statements is as follows: two institutions have no formal policy, either written or observed, with respect to restrictive membership in fraternities; four institutions do not permit restrictive clauses or practices regarding membership in fraternal groups; four of the other 14 institutions have established deadline dates, by which time, existing student organizations must remove restrictive clauses as a condition of continuing recognition by the institution. Of the remaining ten institutions, four require and six encourage the local chapters of national fraternities to work for the elimination of such restrictions. The 18 institutions with written policies concerning restrictions on membership will not accept new organizations which have such restrictions.

Since only 20 of the approximately 325 institution representatives submitted institutional policy statements, the committee was unable to determine what trends, if any, exist in this area within the membership of NASPA.

This concludes the report of the Committee on Fraternity Relations.

PRESIDENT WINBIGLER: Is there a motion to accept this report?

DEAN ANDERSON (University of Washington): I so move.

DEAN WRIGHT (DePauw University): Seconded.

PRESIDENT WINBIGLER: Moved and seconded. Question? All in favor say, "aye." Opposed, "no." Carried.

There are other items for report from the Executive Committee, some of which I think we shall postpone until the meeting tomorrow, but there is a major one having to do with constitutional revision. For this purpose the Executive Committee has asked our perennial constitutional authority, Don DuShane, Past President DuShane, to make a report to you. Don.

DEAN DuSHANE (Constitutional Amendments): It is



the intention of the Executive Committee for you to be informed about what the proposal is this morning, but for no vote to be required and no motion to be made until the final business session, so that you will have an opportunity to think these changes through and to compare the revisions with the existing constitution.

In 1958 we amended the constitution to add a "President Designate" to the list of officers and to the executive committee, to be elected a year prior to the annual meeting at which he takes office. It was felt that if he is to perform effectively as president he needed more notice than an hour or so at the end of the national meeting.

Last year President Turner appointed two vice presidents as in effect executive vice presidents, one in charge of the continuing commissions, and the other in charge of the committees. In the development of duties along these lines for the vice presidents is in effect giving us a triple executive, and representing this Association's solution to the growing executive burdens involved in carrying on NASPA's program. This development makes a second constitutional amendment advisable.

Accordingly, the executive committee has approved making the two vice presidents designate one year earlier, along with the president designate. So the president designate and his executive right and left hands, the two vice presidents, will have a year, and most importantly the convention prior to the one at which they take office, to develop their programs, to think through their problems, and to develop committee personnel.

The executive committee has approved this following amendment to the constitution:

Article IV, Section 1, which now reads: "The officers of the Association shall be a President, a President Designate, two Vice Presidents, a Conference Chairman, and a Secretary-Treasurer, charged with the duties usually ascribed to such officers."

If the amendment proposed this year is approved, it would have added to it "two Vice Presidents Designate" and a shift in order, so that it would read: "a President, two Vice Presidents, a President Designate, and two Vice Presidents" and the rest of it as it.

Section 2. The same amendment and the same addition of two Vice Presidents would be carried out in Section 2, which states the term of office.

Article IV, Section 6, "There shall be an Executive Committee consisting of" and we would add the two Vice Presidents Designate to the Executive Committee.

This is an explanation of the first proposed constitutional amendment. There is an additional constitutional amendment to come before you at the Saturday morning meeting. This involves Article III, Sections 4 and 5. There is an inconsistency in these two sections relating to the institutional voting power.

Section 4 says "Membership in the Association shall include full voting power for the voting delegate (if in attendance at the annual meeting) and shall entitle the institution to receive the regular publications of the Association." Section 5 states that "A member institution shall be entitled to one vote at the annual meetings, but may send as many delegates as it wishes."

The question that arises is, if the institutional representative is not in attendance does this imply that the institutions vote might not be cast its representative? That is, if Dean So-and-So is listed as the representative and he cannot come but sends his Dean of Men, this provision as it now reads might be interpreted to deny the institution a vote at the annual meeting. At least there is an inconsistency here. Consequently, in order to remove any possible doubt, the executive committee has approved a proposal to amend by deletion, Article III, Section 4, deleting four words and the parenthetical phrase, so that Section 4 would henceforth read: "Membership in the Association shall include full voting power and shall entitle the institution to receive the regular publications." That is all.

PRESIDENT WINBIGLER: Would you like to put any questions to Don this morning?

DEAN GARDNER: Why don't we adopt them?

PRESIDENT WINBIGLER: The question from the floor is, why don't we adopt it? Your Executive Committee is willing to be railroaded on this, if you wish, but we don't want to do that.

DEAN DuSHANE: We do not want to do that.

DEAN GARDNER: I so move.

... The motion was duly seconded ...

PRESIDENT WINBIGLER: It has been moved by Gardner and seconded by Brown that we adopt these two recommendations for constitutional change. They are revisions of Article IV Sections 1 and 6, and Article III, Section 4. Is there further discussion?

DEAN JAMES E. FOY (Auburn University): I am ready, if it is all right with Ted Zillman. (Laughter)

DEAN ZILLMAN (University of Wisconsin): I lost

that battle about 10 or 20 minutes ago, didn't I? (Laughter)

PRESIDENT WINBIGLER: Are you ready for the question? [The question was called] All in favor say, "aye." Opposed, "no." It is carried. Don Gardner had a vested interest in this because, as Chairman of the Committee on Nominations and Place, he was secretly hoping that this, I think, would be defeated so that he would not have to rustle up two sets of Vice Presidents before tomorrow. (Laughter)

DEAN DuSHANE: There is one other minor constitutional matter to clear up, which we intended to simply make by announcement -- running the risk of criticism from the floor, but willing to accept it. In 1952 by unanimous vote (or at least vote without dissent) the annual meeting adopted a provision that the Committee on Nominations and Place, which at that time was composed of all past presidents, should be supplemented by three members elected by such means as the Executive Committee agreed upon, from the membership at large. This was adopted on the motion from the floor at a business meeting, but was not specifically stated at the time to be a constitutional amendment.

The Executive Committee believes, and I am in agreement with them, that this has the full force and effect of a constitutional amendment, and unless there is objection from the floor at this meeting, we will assume that interpretation has the annual meeting's approval. The constitution has had this phrase about three additional members at large for eight years, and by prescription, by common law, may be assumed to be part of the constitution. (Laughter)

PRESIDENT WINBIGLER: In the Executive Committee he used fancier language. It was something about sanctified by usage. (Laughter) Page 3 of the edition of the constitution which has been distributed contains this action, and you will note in Section 9, on page 3, the parenthetical expression "(Action of Association, April 4, 1952)."

The next item on the agenda is a report from Commission IV, of which the Chairman is Cliff Craven.

DEAN CLIFFORD J. CRAVEN (Chairman, Commission IV, Program and Practices Evaluation): We are running short, so I will not introduce the members of the Commission. They are listed in your program. I will delete references to a few evaluative studies which we wish to call to your attention, and simply talk to the main point, part of which will be explained by the sheets now being passed to you.

In carrying out its function of keeping NASPA posted on literature relating to development of significant evaluative devices which might be used to assess student personnel programs, Commission IV has little to add to last year's report. We have still found only one evaluation instrument which seems to us to be sufficiently comprehensive

and objective to be worth following up. This seems to be the sort of device that the 1953 Commission IV asked to have developed. However, the 1953 Commission IV report, which was Bob Kamm's Commission, had suggested a number of criteria that might be used in an evaluational device, and the present instrument which we are going to recommend for your inspection, uses only one criterion. This criterion is the judgment of experts.

This seems to us to be a rather inevitable limitation. We do not think that the numerous possible sources which one might list can be practically used in such a comprehensive evaluation instrument. If this sounds dull, reduce it to these terms: We want to know whether we are doing a good job. The best or the most practical way to find out seems to be to use the know-how of other fellows who seem to know what a good job is. If we want to know how much of a good job we are doing, we have to reduce the judgments to measurable terms.

The instrument we feel makes the best stab at doing this is one that Larry Woodruff described for you in some detail at the Boston meeting. This is the Student Personnel Services Inventory, by Eric N. Rackham, who is Dean of the College of Arts and Sciences at Kent State University. The sheet which is distributed to you now will describe the instrument in broad outline.

However, I will repeat from last year's report something which is not contained on that sheet. This is the method of development of the inventory. We think this is important. A total of 381 personnel officers, at 51 colleges and universities reviewed 2400 tentative statements which were later reduced to the present 225 statements. Ten student personnel experts then weighted each check list statement on a 5-point scale, in terms of its desirability in an ideal student personnel program. A composite weight was thus secured and became part of the schedule for each descriptive statement. Thus the schedule permits qualitative as well as quantitative measurement to a certain degree.

We feel it is time now to do something by way of encouraging the use of the best evaluational device we have been able to find. We are not recommending the adoption of this schedule by NASPA. We are not endorsing the schedule in toto, nor do we think all of you will agree with all of its premises. We would, however, like you, as individual members administering a personnel program at your own institutions, to get a copy, use it, and give Commission IV your reactions. However, do not ask for a copy just to put it in your file. It will be worth our time and trouble, and its expense which is being covered by NASPA, only if we get it into the hands of people who will put it to work, or who will look at it critically. The method to be followed in securing a copy is described on the sheet that you have.

In addition to letting us have your comments on Rackham's inventory, if you use it, we want to know whether any of you are planning any sort of evaluational study of any area of student personnel work during the coming year. If you are, we would like to have you report this fact to David Robinson of our Commission. You may do this before you leave Columbus by contacting him in Room 618, or by writing to David Robinson, Dean of Students, Emory University.

Commission IV will continue to try to be alert to developments in the evaluative field which might be of interest to NASPA. We will also try to be alert to the interest or lack of interest of NASPA members in evaluating their student personnel programs. Thank you. (Applause)

PRESIDENT WINBIGLER: Do I hear a motion to accept the report of Commission IV?

DEAN ELDEN T. SMITH (Bowling Green State University): I so move.

DEAN BEN PERRY (Florida A&M): Seconded.

PRESIDENT WINBIGLER: Ready for the question? All in favor say, "aye." Opposed, "no." Carried without dissent.

Your officers are certainly gratified by the response and attendance at this business session, and we apologize for underestimating the requirement for seats in the room. We have a good deal of business yet to be conducted for the session tomorrow morning. I can assure you that we will have ample chairs at that time, and the agenda will include items of interest, as the ones of this morning.

Glen Nygreen, our Conference Director, has some announcements to make.

CONFERENCE CHAIRMAN NYGREEN: I have been asked to clear up the matter of who is to wear a green ribbon. (Laughter) The green ribbons are for a function, for a purpose. They are intended to remind those of us who have attended a previous session which ones of you are here for the first time. This is with the exception of Don Gardner, whose green ribbon has no explanation whatsoever, he being neither Irish nor new. (Laughter) Some have felt that only those who are official representatives and here for the first time should wear a green ribbon. If you are attending your first conference, please pick up a green ribbon at the registration desk in the foyer outside the ballroom, and wear it to help the rest of us be gracious unto you.

... Conference announcements ...

PRESIDENT WINBIGLER: The business meeting is recessed until eleven o'clock tomorrow morning.

... The business meeting recessed at 12:10 ...

GENERAL SESSION  
FRIDAY AFTERNOON, APRIL 8, 1960

The General Session convened at two-twenty o'clock, Dean James C. McLeod, Northwestern University, Vice President of NASPA, presiding.

CHAIRMAN McLEOD: Will the second General Session please come to order. We are privileged this afternoon to have a very special and honored guest, who will be introduced to us by President Designate, William Guthrie, Executive Dean of Ohio State University. Bill.

PRESIDENT DESIGNATE GUTHRIE: The President of the Ohio State University is Dr. Novice G. Fawcett. Immediately preceding his appointment as President in 1957, he had been a recognized educational leader in the city school systems and out over the state of Ohio, most recently a Superintendent of the Columbus Public School System, and appointee of the Ohio College Association on its Ohio Committee on the Expanding Student Population.

His leadership in state and national educational affairs has continued. In 1957 he was named by the Governor to the Ohio Commission on Education Beyond the High School. In 1958 he was appointed to the National Educational Policies Commission, a 20-member body which studies and makes policy recommendations on the conduct of education in the United States. He is currently serving as Vice Chairman of the American Council on Education.

The president of a great and complex state university should be a combination Phi Beta Kappa scholar, master organizer and administrator, indefatigable person possessing boundless physical stamina, and boundless mental ability, and this is a thumbnail sketch of the Ohio State President, Dr. Novice G. Fawcett, who will express the University's greetings to you at this time. (Applause)

DR. NOVICE G. FAWCETT (President, Ohio State University): Dean McLeod, Dean Guthrie, Members of the Association, Guests and Friends: I only wish at this hour of the day that I could measure up entirely to the specifications of the university president that Bill Guthrie has described for you.

It is with a sense of gratitude and esteem that I offer these brief and somewhat belated comments of official welcome to you and to your distinguished organization on behalf of the Ohio State University, its Board of Trustees, its faculty and its administration.

Meetings of Boards of Trustees, you know, have a way of taking precedence over other meetings in the life of a president of a university. This is precisely the situation

in which I have found myself today, and if you observe that my brow is furrowed and that my performance is deranged otherwise, I can assure you that there is a good reason for this, the reason being simply that one finds it somewhat difficult at times to detach himself from one situation in which there is at moments a considerable amount of tension, and attaching himself to the more pleasant task of the afternoon.

I am singularly privileged on this significant occasion to take a special note of the high honor which you rendered to our late Dean Joseph A. Park, who I am told served with distinction as your president on the occasion of the 25th, or silver anniversary of your organization, just seventeen years ago. In its designation of this 42nd anniversary convocation as the Joseph A. Park Memorial Conference, your organization, representing I am told over 315 institutions in this country, reveres his name and cherishes his memory of the dedicated contributions that he made, as do we at the Ohio State University.

Here he served as our first Dean of Men, fulfilling his professional responsibilities locally and nationally with an uncommon sense of high purpose and effectiveness, until his untimely passing in 1952.

As I observe your conference agenda, I find myself in a spirit of oneness and comradeship with you as the battle is joined with the crucial issues and vexing problems confronting higher education in this period characterized by a good many people as the "Soaring Sixties." Your timely consideration and treatment in this conference of such subjects as those dealing with motivation and the student culture, the student role in higher education, the developments in college entrance testing programs, and all of the others, bespeaks a centrality of purpose and commitment which is a hallmark portending a new dimension by which higher education may move toward the ardently sought destiny which awaits reasoned judgment and intelligent application.

Your deliberations also parallel this University's own urgent concern about these issues and their dynamic relationship to the burgeoning complexion of intellectual fervor and academic emphasis which are now happily resurgent, yet unhappily too long elusive and too long overdue.

The diversity, scope and intensity of your professional area, together with the gravity of your own personal responsibilities, give me a feeling of rapport with you, but perhaps it is exceedingly normal for us to feel a bit imposed upon at moments, as I have felt at moments today, moments particularly timewise, and not without some considerable and valid justification if we should be disposed to reflect upon the law of functional growth, which prescribes that the complexity of the executive's responsibility tends to increase in geometric proportion and progression as his range increases in arithmetic progression.

We hear a good deal of impelling comment today, at least on our contemporary scene, about student values, their assessment and transmission, their inculcation, if you please. We are bestirred at this juncture in time and space with the appealing cogency of values and the need for a renaissance in the undergirding moral and ethical precepts which give direction in a day fraught with crisis and beset as it is with false prophets, quasi integrity, and seemingly unremitting distraction and confusion.

These conditions have led some social pundits to allude to our time as "the aspirant age."

The philosophic trust implicit in our dilemma and its consequent impact on society and its institutions was given, I thought, rather trenchant analysis some time ago by Dr. Hobart Mowrer, Research Professor of Psychology at the University of Illinois. He observed, in an article published in Faculty Forum, and I quote, that "there is, as we know, a widespread tendency sometimes called scientism, to assume that human beings cannot be responsible for anything, that we are all just cogs in a vast cause and effect complex, and are in no way accountable for anything we do or anything that happens to us. Such a doctrine, aside from its lack of genuine scientific justification, is devastating. No society could long endure which thoroughly accepted it, and neither can an individual human being."

The higher learning today bids us examine critically and constructively those enobling ends to which knowledge, professional competency, and technical skill shall be applied. Our democratic society and its house of intellect must continue to be increasingly responsive to the needs, the rights and particularly the responsibilities of the individual and his inner action within the group and within the larger community in which he resides. Rapprochement between the student scholar and his cultural heritage, tempered with a zeal and vision for progress, is of decisive importance. The role of your profession is an integral part of this unprecedented challenge to our nation's colleges and universities. It impinges upon, is wedded to, and is characterized by a sense of impending mission, one that must carry with it the aims and goals which are co-extensive with those of the academic disciplines, if our designs and efforts are to be marked with meaningful results.

Finally, a university inherently gives birth to ideas quite frequently, I find. Test them with care, and nurture them if valid, or discard them if invalid, if they can. It is not disquieting that friendly controversy thrives in this atmosphere, for such may possibly be the essence of progress yet unheralded. Take a good look at this new student who flows in with the advance splashes of the yet-to-be tidal wave. To see him clearly and objectively requires a considerable amount of insight.



With each new year on our own campus, my personal respect for and devotion to these young student searchers for truth deepens, as I am confronted with the image of a growing seriousness of purpose among these young people. I am quite sure that these scholars, and thousands of others like them with whom you deal in the colleges and universities across this land, are eagerly willing to accept with honor the legacy, trust and responsibility which is attendant upon the best intellects today, the intellects capable of high performance, not only in every area of higher learning, but in the whole spectrum of human endeavor as well.

It is my pleasure to say in closing that we at the Ohio State University are privileged to share with you the competencies and services of our own Executive Dean, William S. Guthrie, your president, I am told, for the coming year. I have said facetiously, there is nothing Bill Guthrie needs more than another job. (Laughter) But honestly, he is one of the very dynamic, imaginative, aggressive leaders whose influence on the young people on our campus is actually immeasurable. We have a profound respect and affection for him, and I am delighted to see that you have too.

May this conference and the ensuing year continue to be fruitful and productive for you and for all those institutions that you represent on this occasion. Again I extend to you a most cordial and sincere welcome, a salute indeed to colleagues in a common cause. Thank you very much. (Applause)

CHAIRMAN McLEOD: Thank you very much, sir; we appreciate those warm greetings and your tribute to our colleague.

It is my privilege at this time to present our speaker of the afternoon, whom I have known during the brief sojourn during which he has been a member of the faculty of Northwestern University. I thought of course, when we gathered as an executive committee, that we would seek to bring people from the far countries and bring them to this mecca of higher education. Then I discovered for the first time that the background of our speaker indicates that this is merely an occasion when a Buckeye comes home.

The speaker of the afternoon was born in Ashtabula, Ohio; attended Baldwin-Wallace College, where he received his Bachelor's degree. Then he did go south, which will make all the hearts of the southerners warm, to the University of North Carolina where he received his Master's degree and his Doctorate.

I have known Ray Mack as a colleague; I have known him primarily as Dean of Students, because whenever I saw his name in the upper righthand corner of a student's card, as adviser, I did not have to ask whether or not this

particular student had seen his adviser. I knew he had, because Mr. Mack had a way of sending for them if they did not appear.

So this afternoon we are going to have as our speaker the Associate Professor and Chairman of the Department of Sociology at Northwestern, who is also known on our campus as part of a jazz combo which performs on occasion and for very special occasions, and has even performed on TV. I can very often imagine Ray Mack sitting behind those drums and beating out the rhythm section. So may I present Dr. Ray W. Mack, Professor of Sociology, Chairman of the Department of Northwestern University, our speaker for the afternoon. Dr. Mack. (Applause)

DR. RAYMOND W. MACK (Chairman, Department of Sociology, Northwestern University): Thank you, Jim. President Fawcett is what was known in my vaudeville days as a tough act to follow. (Laughter)

I have been told that this group would like to hear about the current findings and thoughts of behavioral sciences and I think it is only fair to start off by saying that there is a great disadvantage for people in your position or in mine, knowing a great deal about what is going on in behavioral science. I think that the findings of psychology, sociology and anthropology particularly in the last couple of decades, are a little disturbing for all of us in education because they take away from us the opportunity to blame the things we do not like on nasty old human nature, and put them back where they properly belong, on us.

Probably the most significant overall development in the social sciences in the last of couple of decades is this: The more we learn about human nature, the more we realize how many of the things we used to call instinct are culturally determined. The implications of this, of course, are that youth is not worse than it used to be, but rather that infants are plastic little savages, and if anything is worse than it used to be, it is we adults who are shaping and guiding and moulding youth.

Now I suppose it is only fair to tell you what a sociologist is, so that you know how seriously you should take what I have to say. I will even go all the way and tell you where I found out. It was from my dentist when I first came to Evanston. He assumed the classic posture of putting both hands and one foot in my mouth, and then he proceeded to ask me questions. He found out I was a sociologist and said, "I know about sociology," which is one of the few things that you can say that will lead me to be quiet. He had a friend at Wisconsin who was a sociologist. He had two little boys and every week he sent one to Sunday school and kept the other home as an experimental control group. (Laughter) This really is not the brand of sociology

I am going to emphasize this afternoon. What I am going to deal with is much more like the kind of sociology that the late Professor Lester Ward used to teach.

Professor Ward, about 1910 at Brown University, startled his colleagues somewhat by introducing a course entitled "A Survey of All Knowledge." That is about what we are up to this afternoon, I guess.

First, what I want to talk about is the importance of motivation and of cultural context and of learning. I will try to be brief about this. I think you are aware of the importance, but I would like to emphasize it a little with social science findings.

Secondly, I want to talk, in Professor Ward's sense, about the cultural context of education in American society. That is a good set of volumes, and I will try to cover that in about fifteen minutes.

Then I want to narrow down to the topic of the school as a social system and talk about what it is we are dealing with in colleges and universities nowadays, that our predecessors have not dealt with. I want to talk about what is happening to the student population that we cannot be prepared for very well because it has not happened in the past, and the people from whom we got our guidance had had no experience with the kinds of student bodies we are now getting.

Finally, I will make a few remarks about the policy implications of these findings in social science, though I would hope that the best things that are said about the policy implications would be said in your four panel meetings after you have gotten rid of me.

First, let me mention motivation, and I will start with proper deference to my colleagues, the psychologists, and mention what it is they found out about white rats lately. They are the ones who use the white rats. We use the sophomores. That is how you can tell psychologists from sociologists. (Laughter)

The psychologists have come up with some things that are rather startling in the realm of motivation, I think. Even if it is white rats that they are talking about. Probably we should be more startled by their findings than we need to be about their implications for educational policy, but to make a long story short, they have found out that it is possible to make rats so anxious that they are incapable of performing.

It does not seem to me that an audience such as this should need the implications of that spelled out. But what is fascinating is that they have found out that the

reason for this is not what they had long assumed it was, and what we assume it is in our common sense language when we talk, for example, about "being frightened to death." It is possible to frighten rats to death. But what happens when rats are frightened to death is not that they have their hearts speed up and their blood pressure increase, and suffer from a cardiac attack or anything like that. Contrary to what the psychologists used to think, what happens when a rat is badly frightened or made anxious and confused, is that he quits. He no longer tries.

To give you the classic example of this, rats -- the sinking ship business to the contrary -- are very good swimmers. If you put a white rat in a tank of water he will swim about. But take him out and make a loud noise and put him back in, he will sink and drown. But he will not sink and drown from a heart attack. He will sink and drown because he will not try to swim. And if you take him back out and comfort him and get him secure, he will swim again. What happens to him organically is the opposite of what common sense would tell us. His pulse rate slows, his blood pressure goes down, his heart beats more and more slowly and it stops.

Now, I hope that not too many of you are in institutions where the students are being frightened to death, but I think it is possible that all of us are in institutions where some students, for various reasons, are being made anxious enough that they are sinking in the tank when they could be swimming.

In the social realm, to get away from the white rat laboratory, the most startling things we have found out recently have come from our studies of prisoners of war. I will not spend any time on the results of the research which has been done on Korean prisoners of war, that is American prisoners of war, in the Chinese prisoner of war camps, because I presume a large proportion of you have read the works on this from Mr. Kincaid's book from "All Wars But One," in the New Yorker or other scientific journals. (Laughter) But there is a good deal known about the fact that many of our soldiers taken prisoner in Korea and placed in Chinese prisoner of war camps produced behavior analogous to the rats I am talking about. They quit trying.

We have actually a considerable body of systematic data from World War II on this. As a matter of fact, I would like to read half a page from an introductory sociology textbook. You can count on what this textbook says. I know! I wrote it. It is a perfectly dependable book. (Laughter) This is a summary of the research of Harold Wolfe, a Professor at Cornell, studying people who were prisoners of war for a long time in World War II. This is from "Universal Social Structures and Functions," page 128:

"A recently completed study of the effects of imprisonment on Americans during World War II tells us that

approximately 94,000 U.S. prisoners of war were taken in Europe. These men were imprisoned about ten months. Less than one per cent of them died before liberation. In contrast, in the Pacific theater about 25,000 Americans became prisoners of war. They remained in prison four times as long as those captured in Europe and suffered far more than any others the effects of threats, abuse and humiliation. Their demoralization was often extreme. Over one-third died before liberation.

"Six years after liberation, those who survived the Japanese prison experience were re-examined. In the first place, the total number of deaths in this group during these six years was more than twice the expected incidence for a similar group of persons not so exposed, and three times as great as in the group of U.S. Prisoners of war in Europe. The causes of death included many diseases not directly related to confinement or starvation. Thus nine times the expected number died of pulmonary tuberculosis, twice the expected number died of heart disease, more than twice the expected number of cancer, more than four times the expected number of disease of the gastrointestinal tract, twice the number from suicide, and most striking of all, three times the expected number of deaths as a result of accidents.

"What happened to those who survived? What was the incidence of illness during the six years after their liberation?

"It was found that the admission rate to veterans hospitals of the former prisoners of war of the Japanese was closely related to the amount of stress endured by the former soldier during his imprisonment. Those who had experienced less duress had admission rates only slightly more than the European prisoners of war; whereas those who had suffered greatly had far the greatest number of admissions, amounting to seven times as many as did those who had not been prisoners, and 'very poor health' interfered with work in one-half. Interestingly enough, those who were in 'very poor health' had many different diseases, including those which did not appear to be immediately related to incarceration, for example, hernia, deafness, and diseases of bones, muscles and heart. There were ten times as many impairments as among the European prisoners of war group.

"What about the rest who neither died nor became sick or disabled? Again facts run out. But a study of a few of the survivors who have since become unusually effective citizens is suggestive. Despite exposure to many stressful conditions, the imprisonment for them was a painful but temporary interruption in a life viewed as a continuum. They were convinced that they would come out alive and they would not be imprisoned long. They were able to extract a few satisfactions even while enduring deep privations. New interests were cultivated. (One man raised rabbits for food and began breeding them for increased size.) Mind and spirit

were mainly focused on life as it was to be lived in the future. The immediate distress seemed less real, the future more substantial. Plans were made for occupation, marriage, family, children, often with meticulous and obsessive detail, including domicile, city or town, education for self and kin, entertainment, the kind of food and where it would be eaten. Among these prisoners, academic courses were organized, teaching carried out, seminars and discussions led. These men formed tightly knit groups, believed in and helped each other, and even laughed together. Immediately after liberation a few had transient illnesses, but there is little to indicate that their vitality has been sapped. Indeed, a few have assumed major responsibilities.

"In short, prolonged circumstances which are perceived as dangerous, as lonely, as hopeless, may drain a man of hope and his health, but he is capable of enduring incredible burdens and taking cruel punishment when he has self-esteem, hope, purpose, and belief in his fellows."

Now the research data that I talk from, as I say, are rather extreme cases, prisoners of war who died, this sort of thing, but I think they are relevant to the kind of material we are interested in so far as motivation is concerned, so far as performance under stress is concerned, because a large number of college students of the newer variety that I was talking about a few minutes ago -- sons and daughters of people who would not have been college students a generation ago -- do suffer deprivation and stress that the rest of the student body does not, and I think we should be aware of this.

Let me say one other thing about cultural context and move on. The importance of environment in learning -- and it is my professional bias to emphasize environment more than heredity, as you should be aware -- the importance it seems to me is best illustrated in the studies of identical twins, which have been done in social science over a period of about forty years now. Jim is smiling at me, because he knows that my interest in twins became more than academic a couple of months ago. (Laughter) "He said," yawning. Well-- (Laughter)

We have studied twins because it is the only time that social scientists can get heredity controlled in the way psychologists get it controlled by breeding their white rats into a strain. We do not have experimental situations in which we have controlled heredity, except in identical twins. A small group of dedicated and patient men have devoted most of their professional lives to pursuing cases of identical twins which have been reared separately, twins which have been orphaned or for some other reason have been separated from one another.

To make a long story short, with heredity identi-

cal, young adult twins can exhibit drastic differences in personality, in temperament, and for that matter, in intelligence, on the best measures of hereditary intelligence we have, which proves once again that the best measures we have are not "best enough."

Identical twins, in an ideal case, say -- ideal for the sociologist at any rate -- where they are orphaned and one is placed in an urban, academic, prosperous home, and the other is placed in a rural, poverty stricken home, with uneducated parents, when these two children become adults, they will be drastically different adults, not only in temperament and response to situational factors, but actually in their ability to perform given tasks.

I am trying to overemphasize -- and do not think I can overemphasize--the importance of the cultural environment that is placed around people when they are getting education, formal and informal.

Let me move on to the idea of the school as a social system, or rather, the cultural context of education in American society. I will not say any more about motivation as such, or about the importance of culture, but we will come back to its implications. Now I want to talk about what has been happening in American society as a whole that makes our situation different from what the situation for educators or any one else has been in the past in human history.

Throughout human history, until the last 150 years or so, there has been little differentiation of the labor force beyond that based on age and sex, until the past couple of centuries. In what we think of as the urban civilizations of the ancient world, with their soldiers, shopkeepers, craftsmen, and statesmen, there were 50 to 90 people farming to support each city dweller. Most people in the ancient world were farmers, not philosophers; we sing of knights and troubadours, but most people in medieval Europe were serfs. Only in the last two hundred years have societies existed in which a large proportion of the population learned occupational roles differentiated from one another on grounds other than age and sex status.

In a primitive society, an individual may possess a great deal of detailed information. Perhaps an Australian aborigine knows as much about kinship structure as a Swiss watchmaker knows about clocks. A Bushman may have as large a fund of information about tracking game as an econometrician has about a theory of games. But most of what that one Bushman knows, all the male members of his tribe also know. In a society in which occupations are relatively undifferentiated, the occupational lore which one man has is the same information that everyone else has. To oversimplify slightly, in a society where all women garden and cook and all men hunt

and fish, the total content of the culture is no more than the knowledge of any two adults of opposite sexes.

One consequence of elaborate occupational specialization, then, is an increase in the content of culture. Bushmen do not have much more to transmit to the next generation than one Bushman can know. Americans have so much more shared, learned behavior to transmit than one American could know that the concept of the content of culture becomes staggering. This of course is also where we all get our jobs. It is because there is so much to do of this kind.

What are the consequences of this that are relevant to our goals and purposes?

I think the major consequence of it for us lies in the realm of what children can reasonably be expected to learn in the family setting. And what they can reasonably be expected to learn in the family setting in our time is nothing like what they could have throughout most of human history. I think it is a great waste of time for us to bemoan the fact that they do not learn everything at home, because they are not going to. Our society is set up differently from the way societies have been set up in the past, and we simply cannot expect the family to fulfill all the functions for youth that it used to fulfill.

Look, if you will, at an ideal type primitive tribe. I pause a little every time I say primitive, because this is a little bothersome to a social scientist, and especially one much concerned with public affairs in our time. I look at us and wonder, if we are civilized, how can we tell that they are primitive? At any rate, "a relatively simple society," let us say that. In such a society what happens to a little boy? He does what little boys ought to do until he is five or six, he plays. About the time he is six years old he will begin going out on the boat with his father, uncles and older brothers, while they go fishing. He will be, I am sure, as much in the way as he is good, but he will hand things to people and observe what goes on, and by the time he is eight years old or so, he is beginning to be some help, and he can help braid hemp, or hand it over to his father and uncles while they repair fish nets. By the time he is ten, he can help work on boat repair and drag in the nets. By the time he is twelve, he has worked on boat repair enough that he can start from scratch and build an outrigger canoe himself. He knows what good fishing spots are, where they are, and how to find new ones. He knows what the seasons are in which to fish, the good times of the day to fish, and so on.

By the time he is 14 or 15 a formal ceremony will occur in his tribe, such as does not occur in ours, in which it is said, "today you are a boy, tomorrow you are a man." He goes through an elaborate ceremony and leaves the child-



hood group and enters the adult group. The next day he is ready to go to work. He does not have to go to Iowa A&M. He does not have to have an apprenticeship. He has had his apprenticeship. But most important, he knows what the norms are which govern work. He knows why he should work, and he does not question the fact.

This same thing is happening to his little sister who at six years of age is helping to grind corn. At eight she is helping to weed the garden, probably pulling up as many plants as weeds. By ten or twelve she knows how to do as many things as her mother knows how to do. She does not need a course in home economics. She gets it at home. I am not arguing this is of importance to us because of the occupational skills these children acquire. I am arguing it is important because of the norms they learn by example.

When a situation arises in which one has interference between his feelings of affection for a friend, a brother, a father, and his ideas of efficiency at work, he has seen this handled by his father and brothers for years, and he knows what to do about it.

But in our society, where one can learn the techniques of work as a young adult, he learns the norms of work only by participating and hence it can be pretty traumatic. You see, in our society the best way to describe work is in the phrase that you hear, or variations on it, more than anything else about work probably, dealing with children, namely, "daddy goes to work." And what do most children know about what their fathers do? That is exactly what they know. He goes to work, and then comes back from work. Work is some foreign thing that causes the father to depart in the morning and to return in the evening. And I do not think that open house at the factory once a year is a way in which people learn what the norms are that govern work roles. It just does not happen.

How many times have we heard from our law students that the place they really learned about being a lawyer was in their first two years in a law firm, not in law school.

Ask yourselves, what do they mean by "really learned"? They had had the necessary courses, but they did not know what the behaviors were and what the norms were in the game. The same thing is true of 17-year olds who get out of public school and go to work in a factory. At unskilled labor they can start right in. At semi-skilled labor they can know what to do in a week, but it takes quite a while for them to find out what the rules of the game are. This is a consequence of the kind of occupational and industrial organization we have. We can deplore it if we wish, but it is not going to change, and deploring it is not going to lead us to cope with it, I think. We are going to have to make some kinds of arrangements which will allow children

to know what work norms are, or they are going to be problems throughout the society when they enter the labor force.

We just happen to be in a particularly advanced position to see this problem because we have the kids who are biologically mature, socially immature, and attempting to make decisions about work without work experience. Talk about almost a controlled experiment, those are the ones we deal with.

Let us narrow down our focus from American society and this kind of problem, to the school system itself, and ask ourselves what we can learn from the behavioral sciences about the impact of sub-cultures that students come from upon a college or university. I use the technical "sub-culture" deliberately, not only because it is convenient to speak in my native tongue, but because I think it has a real meaning. We talk about American culture, and there are a set of learned behaviors in which we all participate, things we have all learned as norms, and act according to because we are Americans.

There are sub-cultures, little sets of norms and ideals and values that are peculiar to certain kinds of work. There are other sub-cultures, easier to see, which are peculiar to people of a religious background, of an ethnic background, of a racial background, and we see the impact of these. I think they are so much easier to see that we sometimes miss the notion that there are occupational sub-cultures too. You can rediscover the notion easily enough if you will listen to a couple of railroaders talking about their work and you will try to translate, or listen or a couple of nursing students talking about what they are up to. It does no good to listen, because you cannot tell. They speak a private language, partly because they have a set of values in addition to the values of American culture, which are the values of that occupation.

Now the same thing is true of what are referred to by sociologists as ethnic minorities. People who are Polish-American, or Italian-American, or Lithuanian-American, have American values, but they also have this other set superimposed on top. Separate holidays, perhaps. A few separate words in the vocabulary. Different views of diet. This sort of thing. As they attempt to pass out of that set of behaviors into the one that is typical of the dominant group in the society, they are subject to a lot of stress. They are not subject to as much stress as those prisoners of war I was talking about, but they are subject to stress, and we should expect some of the same reactions from them, I think.

The same thing is true of racial minorities, I might add, even when this has nothing to do with culture. Nobody is quite as American as an American negro, since he has been uprooted from his cultural origins and has less of African culture in him than most of us have of either German

or Scottish, or Italian, or something else, but he has a sub-culture nonetheless, for the very reason that he is defined as a minority by the rest of the people in the society, and he has to respond to being assigned a place in the total social structure. People who are treated as if they were different will sure enough be different because they have to respond to the treatment, and they will learn a set of behavior patterns which will protect them in this response, so you can treat races as if they had sub-cultures just as surely as if they were recent immigrants with national sub-cultures.

We have religious sub-cultures as well. They less often get called to our attention, I think, partly because of one of the norms of American culture as a whole that makes it polite to overlook them as far as possible, partly because we do not have as many and they are not as drastic, but they get called to our attention now and then.

A good share of the news commenting you have heard in the past couple of weeks has been attempting to explain statistical distributions of the vote in Wisconsin which would indicate that there are religious sub-cultures still at work in our society, both dominant and minority.

Now, what are the implications of these for people who are in education as a profession? The implications are enormous, I think, for a very simple reason and that is that our student bodies are becoming so much more heterogeneous than they used to be. That is what I was referring to in the first place. People who taught in college and taught in universities in the United States in the 1880's had the advantage or disadvantage, depending on how you want to look at it, of having a homogenous student body. They did not have to have any concern with the things I have just been talking about -- racial sub-cultures, minority sub-cultures, ethnic sub-cultures, or class sub-cultures. In many ways, from the points of view of a sociologist, the most significant sub-cultures to deal with are those that have to deal with social class, because they will usually subsume these others.

When we talk about Italian-American sub-cultures, what we mean is Italian-Americans who are very recently arrived and have not gotten enough education, or been here long enough to get so absorbed into the population that neither we nor they are often aware of the fact that their ancestry is Italian. Once that happens, they are not Italian-Americans any more.

But if we look at people according to the distribution of income and of formal education, and the other formal attributes on which we rank social classes in our societies, then we can see sub-cultures at work and not have to worry about their ethnic, national or racial origins. People whose parents have different amounts of money from

other people, and more or less education than other people, are brought up differently.

What is happening to colleges and universities is that we are getting more and more people from such disparate backgrounds into the student body. Despite the fact that most of us know the ritualistic backgrounds and statements, a lot of the time we are impatient with these people because they make life more difficult than it would be if the student body was homogeneous. They do. In this sense they are something like the ex-GI's who brought back a sub-culture. They made life more interesting, and certainly more difficult. You cannot have it both ways, I guess.

I think that what we would like a lot of the time, for our own personal comfort, is probably in the area expressed by my friend in the comic strip called Peanuts, which I hope you all read. It is one of the better social science publications. (Laughter) In this comic strip, one of my favorite days, Lucy was badgering Charlie Brown and she said to him, "You are mediocre, Charlie Brown, just plain mediocre. In every way I can think of you are mediocre." He replied, "What do I care as long as I'm above average." (Laughter)

I have the motion that so far as deviation from the norm is concerned in our student bodies, most of us would not care if only they were all above average, you know. But the mathematician would not let it occur that way and we are all, I think, more and more aware of this heterogeneity of student bodies. Probably the people here from public institutions are more aware of it than those from private institutions, but in this respect I suspect that we will be diminishing the differences between public and private institutions in the years to come. The more sponsored students we have, the more fellowship and scholarship programs we have, the less will these differences be so readily apparent and the more we will be in the position that I remember Sam Levinson talking about, when he said that he had been going about speaking to different youth groups, and "I say to them, different youths -- that is what we are going to have. Different youths. Whole classrooms full of them. Very different from one another."

It makes them harder to teach. It makes them harder to discipline. It makes our jobs harder.

I hope that it also has some rewards for both the educational system and the society as a whole. I do not want you to think that I am implying that our educational system has changed so much in the last couple of decades that we no longer have any tendency toward homogeneity in the student body, and the class differences are no longer relevant, because that is not.

A study at Indiana after World War II showed that

the proportion of the students there at State University from the lower occupational and economic strata, semi-skilled and unskilled labor parents, this sort of thing, had doubled with the advent of the BI bill, but after the doubling fourteen percent of the student body at Indiana were the sons of professional men, and four percent of the population was professional. And 13 per cent of the students were the sons of semi-skilled and unskilled laborers, but 44 per cent of the population was semi-skilled and unskilled labor. We have not simply done away with class differences and the ability to get access to education, but the trend is toward doing away with it, and that is what we have to cope with, I think.

In the 1950 census of the people who had college educations this accounted for fourteen per cent of the whites in the United States, and five per cent of the Negroes. Of the people who had four years or less of education this accounted for six and a half per cent of the whites, and for twenty-five per cent of the Negroes. The differences are still there, though we are whittling on them.

The reason the differences are important to us is that this means that a fair proportion, and an increasing proportion of our student bodies come from backgrounds socially, economically, which do not give them the same preparation for academic life that most college students used to have. A good share of the time this is deplored. I think we should notice that there are advantages in this too. Having to take a bunch of sociological sub-cultural examples, having a fair proportion of your student body from a typically eastern European Jewish background has certain advantages in putting the heat on the rest of the student body, because these people come from a sub-culture where formal education is so revered and there is so much pressure in favor of formal education, that whatever disadvantages this may have in the homogeneity of the student body, it has certain advantages so far as academic pressures are concerned.

At the opposite extreme, having people from south Europe, whether Catholic or Protestant, rural backgrounds or having people who are American Negroes, which means primarily up to the present time and for a little while yet, of rural backgrounds, where their parents are relatively uneducated, means that they do not have some of the information acquired at home that you can expect from some of the rest of the student body, but they may have a lot more commitment to getting in there and getting through than you can expect from the rest of the student body, because they have already achieved an enormous thing by being there.

Maybe we ought to be happy to trade in a little of the background on some of the motivation. There are

advantages here.

I can summarize for you, I think, fairly briefly what the vast amount of research on social class sub-cultures in the last thirty years tells us. I guess it is popularly known now how vast this amount is since Vance Packard has spread the word about, but there have been an enormous number of discreet independent studies of small communities and a sizable number of large supplemental studies of occupational prestige, of the distribution of education, of income, and of the consequences of these things.

What we are striving for in all of this is to understand the values of people who have such different backgrounds. This is the core of sub-culture, and in brief, allowing for minor differences in ethnic background, it adds like this:

People that you can call upper class in American society have a very sizable orientation toward the past, and things are valued on the ground of past achievement. Family is more important to them than it is in general in American society, and I suppose you can trace this all the way from such large indicators as this, down to the collectors of antiques.

In the middle class you find people's goals, aspirations and behaviors oriented toward the future. This is what people who are typical of what other people think sociologists write, have called deferred gratification. The idea of giving up something now for more later, which is precisely the idea that leads people (who by some person's standards cannot afford to send their kids to college) to send them anyhow. This is orientation toward the future. This is also what leads to investment saving, but we do not have time to go into economics.

The lower class orientation is very much an orientation toward the present, and for very solid reasons, because this is a sub-culture built up in a group where survival is the major problem, and the more lower class is the living circumstance, economically, educationally and socially of the group, the more they will be oriented toward today.

I think that this summary finding is very helpful in accounting for a lot of the newspaper reports you read about the answers people give when arrested for minor offenses as juvenile delinquents. That is, a boy is asked, "Why did you take that car that didn't belong to you?" and so on, and he says, "I just wanted to go for a ride, and I was going to bring it back." The obvious middle class question is, "But didn't you think of the consequences for the future?" The obvious lower class answer is "No, of course not. The question is what do we have for lunch. You worry about supper later." One thing at a time, because each

obstacle is large enough that it is difficult to overcome it on the spot, much less planning for the future.

Now, if you accept this summary of this kind of research, then you see that people who are moving in the class structure from lower class to middle class in our society are marginal in exactly the same sense that an immigrant who is being assimilated is. Having to learn new behavior patterns, because you were reared in a home where your father was a factory laborer and you are intending to be a public school teacher, is just a real problem of learning new behavior patterns, as is learning to speak English instead of Polish, and generally becoming assimilated. We use that term with ethnic minority immigrants who are becoming unhyphenated Americans, but assimilation is just as real a process for people who are experiencing, or suffering if you wish, upward mobility.

People who are conforming to the American ethic of attempting to get ahead in the world are taking on the problem not only of learning the new job they have to learn, or absorbing the new education they have to absorb, but absorbing new values and learning new patterns of behavior and new ways of life. In short, they are working in a situation of stress and they may be feeling like those prisoners of war, lonely, isolated, left out of the group. They may feel that nobody else cares for them because they are odd. They have the same kind of problems to cope with as the classical marginal man in sociological assimilation theory.

I have a very excited graduate student this year, which I would like to mention to you. He is a boy who is a classic case of almost everything I am talking about. He is Japanese-American. He is from Hawaii. His father is a plantation laborer. He is the only member of his family who can read and write English. His people have neither money, nor education, nor occupational prestige. What they do have is a background of their own that urges him to seek all three. He has managed to get through college, then to work awhile and save up some money, and to get into graduate school, paying his own way, and to do so well at it that we had to give him a university fellowship so that he does not have to pay his way next year.

I said a very excited graduate student, because his whole family, mother, father, some aunts and uncles, and so forth, chipped in and gave him a present for Christmas which is what Vance Packard and I would call a status symbol. They gave him a suit. He is 29 years old and it is the first suit he has ever owned in his life. He has a coat and a pair of pants, you know, matching cloth. It means he is going to be a professional. They went all the way to be able to afford this, and he will go all the way.

If you want to book any bets on whether this guy will finish a Ph.D., I will bet. He knows where he is going.

He is having some difficulty getting there, because he shows up in class in a grey turtleneck sweater and levis and loafers, and while he has learned English, he happened to learn it in a neighborhood which makes him one of the more odd speaking Japanese-Americans around because he says dese and dose and dems, because he grew up in an Italian-American neighborhood, which is quite a treat. But he is speaking better than he used to, and he is writing vastly more imaginative term papers than some of his colleagues are writing, who are having their way paid through graduate school, and I would put my money on him.

He is a problem. He is a problem to me, to my colleagues, and to his fellow graduate students. He is not nearly the problem of course that he would be as an undergraduate, because of the peculiar sub-culture of graduate school, and perhaps to some extent because of the peculiar sub-culture of sociologists. (Laughter)

But his fellow graduate students do not punish him as hard as he would be punished in another context. They encourage him instead, and the system rewards him for achieving in the area where we think the goals are important.

This, I think, is what we have to figure on, this little man as a prototype, for the problems I am talking about our having in the future. We have to decide what are the important goals of a college or university, and reward for them, and we have to minimize the punishments about things that are not so important.

Now I think it is very important if you plan to be a college professor that you should wear a shirt and tie and suit coat. But I do not think it is probably as important as that you should know the subject that you are teaching, and so I think he is going about this in the right order. And I think that if we did not allow him to learn the subject until he got the coat and tie we would be going about it in the wrong order.

Let me try to summarize what I think are major policy implications of this sort of thing. I really think there are two. The first one I hinted at at the beginning. I think we have to recognize the problems that I have been talking about, that we are going to have to cope with, instead of blaming the kids for being the products of a cultural environment. Now this has much more enormous implications than class sub-cultures, and I will not take time to go into them, but in the same way that I do not think we should blame the man I was talking about for not speaking English as well as he would have had he managed to get himself born and reared in an upper middle class suburb, so it is not very sensible for us to blame 17 and 18 year olds for being the way most 17 and 18 year olds are in American society, if what they are doing is reflecting our values.



I am in agreement, hearty agreement, with the quotation from Professor Mowrer. As Dr. Fawcett said earlier, I am not saying that I think that we should treat everyone as if everything is foreordained and there is no use trying to do anything. I am saying that we ought to decide where the blame lies. If some of the people that I read know what they are talking about -- and I do not think they do -- but if the people who tell me that youth is worse than it used to be and there is more dishonesty than there used to be, and there is less moral integrity than there used to be, if they are right, then we had better look in the mirror and not at the youth, because there is only one place they can learn to be adults, and that is from other adults. If they do not have any moral standards, it is because we have not handed them any, not because they were born without them. We were born without them too. You have to get them somewhere, from a cultural context that encourages them.

The second implication of this then, I think, resides in what I believe is the most important single concept that social scientists used, what W. I. Thomas called double definition of the situation, that if people define things as real, they tend to be real in their consequences. Robert Merton called this the self-fulfilling prophecy, that if you believe it is going to be so that you will act as if it were so, and acting as if it were so does a great deal to make it likely that it will come true. We have piles of examples of this, both in research and in analysis. Let me give you one which Merton uses in his paper, and it will let you know that paper was written sometime ago, because he is talking about the system of quotas for admission of Jews to professional schools.

He is asking, what is the standard reason given for needing quotas for admission of Jews to professional schools, and he is answering, because they are so pushy and aggressive. If you did not have a quota, they would take the place over, you know. So he asks, suppose you are a bright young Jewish boy who wants to go to medical school. What do you have to do? Do you have to be as good as the competition? No, you have to be better than the competition. You have to be so good that they cannot help but admit you. You have to have not as good a grade record, but a better grade record than other people, and you have to go pick up your application, and you have to take it back, and you have to write a week later to be sure they are processing it. In short, you have to be pushy, and the reason you have to be pushy is because people believe you are, and they are going to treat you that way.

I am not trying to make it sound like such an ordered world that anything that is done cannot be changed, because there are other values that come to bear on things like this. But our society is a fascinating multi-group society, and a sociologists dream is sort of loaded with

examples of this variety.

Suppose that we all believe, as most white people in the United States did believe 75 years ago, that Negroes are inherently incapable of learning as well as whites. Just ask yourself, what is a reasonable thing to do? The reasonable thing to do is give them inferior schools, inferior teachers, and not enforce the truancy laws, because they cannot learn as well anyhow. So build a set of inferior schools, staff them with inferior teachers, and do not enforce the truancy laws for two generations, and give some achievement tests, and you know what? The whites will do better than the Negroes. Absolutely! Because it is a self-fulfilling prophecy. If you define the situation as real, it will be real in its consequences.

So what does this imply for what is usually called the intellectual climate on the campus?

I believe that it implies that a good share of the students' behavior on a college or university campus will be molded by what they read as our expectations of them, and that if we tell them that they are the kind that would not read assignments anyhow, they probably would not. If we tell them that the trouble with this campus is that all the smart, stylish leaders think it is bad form to get A's, we may be able to convince them of it. It can be done.

On the other hand, if we define the situation such that academic achievement is a reasonable thing and one much to be desired, a certain proportion of people will take our word for it. And as they do, there is more and more pressure on the others, you see.

In the same way, I think that we waste a certain amount of each other's time deploring the fact that students and the world at large do not understand the meaning of liberal arts. I am not using this as an organizational label, because in the university in which I work, some of the best liberal arts is not done in the liberal arts college but in some of the schools outside of it. A large share of the parents who send kids to school, do not have an idea of what we in the academic world are up to in our assumptions about liberal arts. How do you expect them to find out? By us to sit around at faculty meetings and moan about it? Or if we talk it up and tell the students why, and even attempt to tell their parents why, people who have more education than the average think there is much to be said for this system of running an educational institution.

A friend of mine here at Ohio State has been doing research on juvenile delinquency. He and his colleagues in learning about my initial story about the experimental and controlled group, got themselves a large sample of kids in Columbus between 12 and 16 years old, who had never been

before the courts, and they tried to get all the variables involved in this study that are supposed to cause juvenile delinquency. They got people from slum housing, versus good housing; people with unemployed parents versus employed parents. They got people on relief versus those not on relief. They got people from broken homes and people from unbroken homes, and so on.

They interviewed all these kids, and kept track of them for four years. At the end they had a list of kids who had been before the police court since they originally drew the sample. They contrasted those with the ones who had not been before the police court. You know what was the best single predictor they had of whether one of these kids was going to wind up in trouble with the law in the next four years? It was not the sociologic living area, or occupation of parents. It was an answer to one of the questions in the interview in which the questionnaire asked, what kind of guy are you, and what do you plan to do?

Some of the boys from poor areas of town said, "I am a good boy, everybody says so. My mother says she can really depend on me, and the teacher says if I work hard, I am smart, and probably will get a scholarship to college." These never wound up in court.

Some kids said, "I'm a bum. Everybody says so. The teacher says so, and my father says she's right." They wind up in police court. The situation is defined for these people. We tell them that it is true and we make it very likely that it will come true.

If we are to mesh what we know about learning theory that I have talked about with our moral, ethical, and social goals, then we are going to have to reward virtue. We are going to have to give the rewards to the people who come through, and the punishments to those who do not. That leaves us only one problem. We have to know ourselves and transmit to our students what behaviors we consider virtuous. We have to know what the values are that we are trying to inculcate and we have to let the students know what they are.

Students are aware of the fact, because they are human beings -- unlikely as that may seem to you on your bad days -- all human beings are aware of the fact by the time they reach adulthood that some things you do get rewarded, and some things you do get punished. The hardest finding and learning psychology is that people avoid doing things which lead to punishing behavior, and they seek out the opportunity to do things that lead to rewarding behavior. So what we have to do is let them know what is rewarding.

Now, to some extent this may call for changes in

the way we organize colleges, universities, curricula, and deans' offices. My benediction: observe the turtle. In order to get ahead, he has to stick out his neck.

Thank you. [Prolonged applause]

CHAIRMAN McLEOD: Ray, I think these gentlemen have spoken more than I can say. We are very grateful to you for making the trip back to your home state and sharing these thoughts with us. I am sure we all find them provocative, and as we adjourn from this meeting to our particular groups, Dr. Mack and I are going to wander around and visit them. Perhaps this will offer you an opportunity to use him briefly in each one of them. This is a real workout for him. After that, Ray has said that he will wait for our social hour. I know he will enjoy it. At that time I hope many of you will take opportunity to meet him.

... Conference announcements ...

CHAIRMAN McLEOD: The timing is excellent. We are now adjourned to our groups, and I hope you will all go directly to them.

... The Conference recessed at three-thirty o'clock ...

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FRIDAY EVENING SESSION  
SEMINAR I

April 8, 1960

Seminar I dealing with "The Student Role in Higher Education" convened at eight-thirty p.m., Dean Charles R. Gadaire, American International College, Chairman of the Committee on Cooperation with U.S.N.S.A., presiding.

CHAIRMAN GADAIRE: Don Winbigler, in his President's address last evening to the 42nd Anniversary Conference of NASPA, said about all, it seems to me, that needed to be said. Perhaps we should have all said "Amen," and left for our problem areas with a new feeling of sensitivity to our own inadequacies, yet somewhat inspired and committed to our unique role in sponsoring, as Don put it, the constructive individual creativity within the context of contemporary society.

During the past years, we have witnessed pioneer campuses expand into large campuses, modern institutions with multiple curricula; and along with this growth in size and complexity, personnel services not only have become separate administrative units, but in some cases these units seem so subdivided and at times understaffed that I am afraid that the word "service" has sometimes assumed the same connotation as "home services" -- gas, electricity, and water; services which are accepted and only appreciated when they are lacking.

The student personnel administrator suffered from the tendency to divide the college community into separate factions, which it seems to me has made our common denominator of purpose, which is our educational goal, somewhat difficult to realize.

Then during this last decade -- as you recall, Don last night summarized some of them -- we had Sputnik, boom, educational challenge, and mama and papa became interested in what was going to happen to Johnny and Sophie. Secondary education has at least been put over the barrel, more or less, and been required to more or less attend to individual differences. We hear of the population explosion. During this decade we had studies by Jacobs on changing values, ideas, college influence on student character; and so many books are coming off the press that this year I have had to increase my allocation in my budget for a new library.

In general then, there has been, to use the old cliché, an agonizing reappraisal, looking to the past to understand the present, thus to predict the future. I think it is safe to assume that in our attempt to help students find significant experiences inside and outside the classroom, the administration, faculty, and students must all

together improve the educational growth of the student. Studies tend to show that the student who assumes a role in his own education is apt to develop a sense of personal responsibility for himself and for others.

Because the Committee on Cooperation with USNSA feels that the student role in higher education can become a most effective one in the years ahead, this panel was arranged as a part of our NASPA program. Members of the panel are: Mr. John Simonds who is with the Foundation for Youth and Student Affairs. John said to me that the most interesting thing in the world is his concern, mainly giving away other people's money. John. The second speaker is Donald Hoffman, who is President of the U.S. National Student Association. Don has come from a very busy schedule. He is flying back tomorrow to a banquet in Philadelphia, and on Monday is to take part in a panel with Professors Eddy, Hupwood, and Abbott on "Phases of Student Morality" at the ACPA.

Then, to my right, there is Dennis Trueblood. Dennis, as you know, is from Southern Illinois University, and he has a very fine job. He trains the personnel administrator and does not have to put up with him afterwards.

Finally, to my left, is Dean Charles W. McCracken of Trenton State College.

In arranging this, I tried to think in terms of chronological order, from the past to the present, with predictions for the future. I am going to ask John Simonds first to take over with something of the historical approach, the history of student responsibility. John.

MR. JOHN SIMONDS (Foundation for Youth and Student Affairs): Thank you very much. My little presentation this evening will be an over-simplified, of necessity, description of the origins of the Association, and some of the spirit which infused those who gave it its being.

The Association is a post-war baby, and it was created following World War II. It was created in a rather unusual way. It was created due to stimuli from abroad. In the summer of 1946, a meeting took place at which some twenty-five United States college and university students were present. This meeting took place in Prague, Czechoslovakia and gave birth to the communist dominated International Union of Students. There were twenty-five United States delegates, as I said before, at that meeting. These twenty-five did not get there by sheer accident. They were chosen by an American preparatory committee created for the purpose of developing such a delegation. The American preparatory committee, in turn, was composed of representatives of the major denominational, political, and semi-political student movements in the country at that time. I

was a member of this committee representing the National Federation of Catholic College Students. We had another member of this committee representing American Youth for Democracy. We had all political and religious shades of opinion between those two, that have sizeable representation in our student population, also on this committee.

As I stated, we created the twenty-five man delegation that went to Prague. When they went to Europe, these students, most of whom were veterans and more senior in years than the college population of today, they saw something which they had never seen before. They saw a continent struggling to reconstruct itself after a disastrous war. They saw university communities, rich in tradition, struggling similarly to re-establish themselves after the war. They saw students in these universities doing something about the reconstruction of those very same universities.

As administrators you all are subject, I am sure, to certain pressures from your student bodies. In the United States, these pressures from students are diffuse. They are directed in part against professors, in part against administrators, in part against boards of regents, or even state legislatures. In European countries, the pressures from students are not diffuse. They are focused because the educational structure is focused usually at the top in a Minister of Education, or a Minister of Higher Education. This Minister, on a cabinet level, is a political appointee; therefore, the student movement in Europe, and elsewhere in the world, must of necessity be directed at the ministry; hence the more highly political character of student movements outside the United States.

But these student movements function with basically the same essential presupposition. This was that the role of a university student was somewhat akin to the role of a member of a syndicalist trade union. It could be and should be political because the authority of the university was really a political body. It could be and should be non-partisan because the constituents would have to come from every political viewpoint. It would have to be syndical -- that is, directed at improving the living and working conditions of the university students; the working conditions being the conditions within which one studies, and the living conditions those conditions within which one lives, etc., has his recreation, etc.

From this vantage point, our twenty-five then came into contact with a group of students dedicated to working in and on and improving the university as an institution. From varying points of view, our ex-G.I. twenty-five people were similarly dedicated to serving and perfecting the university as an institution. It is this desire to perfect the university as an institution which characterized the funda-

mental thinking of those of us who created what is now known as the U.S. National Student Association. This is the basic reason why this Association in its pronouncements discusses so many and such varied aspects of university life.

As you will see from the list of resolutions, copies of which I understand Mr. Hoffman has with him, almost the entire concern of the university is touched upon, one way or another.

So much for the spirit and the fundamental thinking of the Association. Whether we like it or not, the academic community in the United States certainly is one of enormous significance in the world scene. In the course of the history of the Association, I have seen it dicker for membership with this International Union. I have seen it withdraw, following the 1958 coup d'etat in Czechoslovakia. I have seen it flounder rather hopelessly in the international field until 1950; and from 1950 on I have seen it carry on extraordinarily significant programs. You will hear more about them in the future. But the sheer existence of the Association in the international scene of university student organizations, its participation in an active way in an ongoing tradition of free, international, student cooperation has been of enormous, if not necessarily intentional, impact.

In this way too, the Association serves the university community in this country and in the world. The services it renders I cannot catalog to you at the moment, but are no doubt rendered with something no doubt less than the professional people would exercise on behalf of their institutions. Nonetheless, the commitment is there. You have a commonality with these students; the commonality being your concern for the institutions of higher learning to which, for the moment, you have confided your lives and your fortunes, and in which, for the moment, these youngsters are now studying.

CHAIRMAN GADAIRE: Thank you, John. John Simonds has very adequately discussed the historical approach in terms of the history of NSA; and now it gives me great pleasure to introduce Donald Hoffman, the President of the U.S. National Student Association. Don.

MR. DONALD HOFFMAN (President, USNSA): Thank you very much. I am learning at this conference. This is my first NASPA meeting. I had the opportunity last summer to briefly sit in on a case study discussion at Harvard before I participated in an international student relations seminar sponsored by NSA in Cambridge. As perhaps some of you are learning about the Association tonight, I am learning about your organization.

If in the presentation of my remarks there seems to



be some confusion when I am talking about NSA or when I am talking about students, I think that it should be pointed out, and I hope it will be clear from what I have to say, that NSA is students. NSA is equated with students. The National Student Association, as John has described in his remarks, is the national union of students of the United States and is considered as a representative of American college students internationally, at the International Student Conference.

The policies of the Association -- and I will discuss some of the programs of NSA for this year -- come out of a meeting which is held during the summer called the National Student Congress. The Congress is a meeting of the delegates from member student governments of our 376 -- my assistant tells me as of today -- member institutions who belong to USNSA.

The policies of the Association are drawn up. The stands that NSA takes on many of the vital issues, nationally and internationally, that affect students in their role as students, are passed at this Congress.

I would like to begin by reading to you a philosophic piece that I drew up for the benefit of the staff of the Association for this year. At 3457 Chestnut Street, Philadelphia, we probably have the greatest collection of pseudo-philosophers on the student movement of any group in the country, and when we have nothing else to do -- which is very rarely -- we sit around in bull sessions and battle about the philosophy of the Association. Where is NSA going? What are the concerns of students today? Are we really in the avant-garde, or are we just on the periphery, and not operating on the concerns that are of real issue to the students? These are issues we are vitally concerned with, and there is great pressure on the President to come up with something that is going to amalgamate all of the various concerns of the members of the staff in one philosophic discussion.

I hope that this does not appear to be lecturing to you, but this is my sincere attempt to discuss what I think NSA is, and what I think the concerns of students ought to be.

"The determination of the role of the student ultimately is based on the question: What kind of a society do we wish to see exist? The answer probably comes best in a phrase which was stated by our International Affairs Vice-President in a heated section of one of our discussions in the office. The absolute maintenance and protection of individual human dignity. The charter of the United Nations states that we, the people of the United Nations, determine to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and

women, and of nations large and small; and to promote social progress and better standards of life and larger freedom, and for these ends to practice tolerance and live together in peace with one another as good neighbors, and have resolved to combine our efforts to accomplish these aims."

The Constitution of the U.S. National Student Association in its preamble states a basic belief in the worth of the individual, and the phrase "the absolute maintenance of and protection of individual human dignity." The Constitution of the USNSA, I feel, sets forth the "ought" for a society and students, and the National Student Association should strive to make that "ought" an "is."

It is a conviction of the National Student Association, and it is my conviction, that the absolute maintenance and protection of this individual human dignity can only be achieved in a free society, a society which respects and maintains political freedom, economic freedom, religious freedom, and, most important of all, academic freedom. This is a society which places its faith in the individual. If government exists in such a free society it exists for man, not man for this government.

The aim of such a government would be security for the individual, and freedom for the development of his talents.

Academic freedom, I stated, is probably the most important freedom of all. It is essential in a free society. It is essential because of the role that the university as an institution plays in this society. The university's role is to develop the ideas and the technology which insure the other freedoms in the society, and which stimulates the society to move steadfastly toward its goal: the maintenance and protection of individual human dignity.

The university can be termed a constructive innovator. It is this institution in which we place our faith. This institution develops the ideas as well as develops the individuals who contribute to the society in exposing the ideas and in carrying them to fruition. The university is an institution which allows students, faculty, and administrators to gather. Each group is an entity. Each has its obligations for assuring the maintenance of academic freedom within the institution, and each has an obligation to utilize that freedom therein.

We feel that students have a special responsibility to utilize that freedom, to utilize it within the community in which the university is found, and to utilize it within the society because of the role that the university plays in that society, and thus because of the role that the student must play. The free society will remain free only so long as students, either in groups or individually, gather to

evaluate the free society, to think about it, to talk about it, to argue about it, to fight about it; that is, to take action about it.

The common role that students share in discharging their responsibility to strive for a better, free university in a free society, pursuing the goal of individual human dignity, unites students in a world wide student movement. Organizationally, these students group together because of the peculiar problems in their country into a national union of students. As I began my remarks, I stated that the NSA is considered the national union of students of the United States, American college students. The national union of students reflect demands that they in their country must meet, and in the United States NSA must reflect the demands of the students and this country. The demands on this country we know are enormous, because as the leader of the western world we have to be the exponent of the principles of a free society.

This country has an obligation, I feel, to expose its principles; to undertake its actions based on them so that others may recognize them and become committed to the principles of a free society striving for individual human dignity.

This is the philosophic piece that I wrote for the staff and distributed. Within this context the NSA has built its program for this year. I would like to describe to you some of the programs because they reflect the desires of students of this country. The programs have all come out of the statements of the students of the United States as represented at the National Student Congress in policies that they drew up, in resolutions that they voted on, and the resulting programs have been fostered by the Association to fulfill those aims.

The first area that I want to talk about -- and I am going to talk about three areas -- is the area of education. Curt Gans, the National Affairs Vice-President of the National Student Association, is from the University of North Carolina, and he has set forth the brief philosophy for our work in education. He said, "It is conceived that whereas USNSA can do good work in human relations in other fields, it has to focus its primary attention on education because education offers the only hope of really changing the character of the American population in their responsibility in perpetuating a free society and its ideals." NSA's role then, as we see it, is to get the student to see what his responsibilities are toward his education, and to act because of that recognition of his responsibility.

This is the area in which the NSA has received the greatest amount of credit, in which it is recognized that it does the finest work, and its students have made serious contributions toward this end. President Eisenhower has said,

"By its active programs to increase student participation in and responsibility for the educational process, the U.S. National Student Association is making a significant contribution to the cause of better education, both at home and abroad. The fine traditions of American education which your organization serves so well are at once a heritage and a goal. Appreciation of the one will contribute to the attainment of the other." And Vice President Nixon made a similar statement, as did Arthur Flemming, Secretary of the Department of Health, Education and Welfare, in greetings to our Congress last year.

Two years ago, the Association made what I feel was the finest contribution to education, and they have been following up on the results of this program ever since. The President's Committee -- President Eisenhower's Committee on Education Beyond the High School -- came out with a final report after some very serious post-sputnik study of the American higher educational system. The President's Committee listed three major needs which they felt were to be found in American higher education.

The first of these was the need for an increased number of qualified students to enter the teaching profession. The second was the improvement which is necessary in the counseling of students, both academic counseling and vocational counseling. And the third was the necessity to raise the overall standards of educational institutions.

The officers of the National Student Association, looking at the mandates given to them by their delegates to the National Student Congress the previous year, put their heads together and came up with a project which is called the Student Responsibility Project. The Student Responsibility Project was taken to the Ford Foundation, and the Foundation granted \$25,000 to attempt an experimental project whereby students on the campuses would try to fulfill these major needs as outlined by the President's Commission on Education Beyond the High School.

I would like to read to you some of the programs that were undertaken by students on their campuses in trying to fulfill the aims of the Student Responsibility Project because I think they significantly show the contribution that students can make to the educational process. Students in the past have made very fine contributions in the area of student welfare, in the area of student services, but it has not been until the last four or five years, to my knowledge, that students have really, sincerely tried to make a contribution to their own education, the purpose for which they attend college and university, and the Student Responsibility Project was an attempt to get them to see their responsibility and to make this contribution.

The project entailed fourteen pilot campuses, and

two pilot regions of the National Student Association. The students on the campuses selected a project director who would attempt to carry out the ideas which the project director, with the help and guidance of faculty and administration on the campus, and his fellow students, and the student government, would come up with for undertaking a particular project.

The final report to the Ford Foundation, drawn up by last year's Educational Foundation Vice-President of NSA, mentions a number of these key projects. American International College -- the gentleman on my right is the Dean of Students from this school -- the American International College developed student participation as training assistants in the central counseling service as part of their attempt to solve the problem of improving the counseling in the university community. They provided information designed to stimulate high school students, honor high school students to attend college as an attempt to raise the overall standards of the college and university.

They afforded an opportunity for a limited number of students to carry out some genuine teaching and research to enrich the instructional program as an attempt to encourage students to enter the teaching profession. They evaluated and strengthened the departmental clubs to serve as a source for academic student-faculty contact in discussion of issues, as an attempt, again, to build an atmosphere on a campus where students and faculty and administration consider themselves a part of an academic and educational community which is striving toward some mutual goals.

Ferris Institute created an Academic Affairs Committee in which the student government structure and the development of student government and student realization came about with that student responsibility called for in the academic area, and set up the framework where students could make this contribution. Notre Dame engaged in a program called "Storm the Dorm," where some of their key debaters, some of their top student government personnel, some of their Phi Beta Kappa students, spent their senior year living in key areas of the dormitories in an attempt to stimulate discussion on controversial issues. A student in a bull session would say, "I've been thinking quite a bit about this whole question of atheism, and you know, there is some merit to this proposition." And you can imagine the kind of stimulation that was engendered by a discussion of this topic in a college like Notre Dame. The objective here was to get students to think, to pull them out of their apathy and out of their complacency and to get them to think about some of the vital questions that affect them as individuals. It was a successful program, and this was another example of areas in which students made a significant contribution.

On my own campus, the University of Wisconsin, a number of individuals who had been associated with the student responsibility idea became stimulated to consider the entire area of the standards of the university; and out of this arose a petition for raising higher standards, which then stimulated the formulation of a student-faculty committee; and out of this, I understand, have come some pretty concrete results in terms of programs for gifted students and independent study programs. This is one area of the Association's interest, that of education.

The second area, and probably the most important area of the interest of students, is one which deals with an area of responsibility not generally demanded by students: contribution to society outside the university community. That may sound heretical for an organization composed of students which has gained its greatest impact through the work in the educational field; but following the philosophy that I opened up the session with, if students are to make a contribution to society they have to consider the role that they are going to play in society and they have to consider issues outside of the educational community itself. That is, they must consider issues of national concern and issues of international concern.

"Students cannot adequately serve society later if they do not assume responsibility now." This is a statement made by the Harvard Student Council in an evaluation of USNSA in a report they drew up that came out this fall. "One becomes by being," they said. Students, NSA, should be dedicated to building a conscious and articulate, intelligent community, ready and able to shoulder the responsibilities of the educated man.

John Simonds mentioned some of our beginnings internationally. This year, the 9th International Student Conference is going to be held in Geneva, Switzerland. The pressures on the United States delegation are going to be enormous. Bob Aragon, and Manuel Aragon too, of our student overseas representatives, just returned from Central America from a press seminar which they attended for some ten days. They discovered that the position of the United States has materially deteriorated in Latin America and in Central America in the last couple of years, as I think many of us realize from some of the incidents that have occurred, such as the one when Vice-President Nixon went to South America, and the demonstrations of students when President Eisenhower made his last visit there.

We are going to be faced at the International Student Conference with tremendous pressures. Resolutions are going to be introduced which are going to be sought to be passed at the International Student Conference speaking on behalf of students internationally, condemning the United States with regard to its actions regarding Cuba; condemning

the United States for its actions regarding the Panama Canal, and positions which are being fostered by far left-wing elements in these student groups in the national unions of students, and positions which are being fostered by students who legitimately feel that the United States is not giving Latin America a fair shake.

The pressures that are placed on students at this conference, it is the cold war all over again on the student level. It is a battle to fulfill the ideals, to propound the ideals of the American community in a situation where there is a great deal of disbelief as to whether our country and its students really have a strong commitment to these ideals.

To prepare for our responsibilities internationally NSA holds a summer seminar on the subject of "International Student Relations." Last summer's was held at Cambridge, at Harvard University; and this year's will be at the University of Pennsylvania. Fifteen students come to the seminar for a seven week period to learn about international relations and international student relations, the complexities of the international student movements in the various countries; and the pluralistic interests of students throughout the world are as multiple as those of their countries. It is an outstanding program, and from it have arisen a number of very key, important personnel in the international student scene, those who have done excellent work in the international student organizations.

The International Student Conference has a Coordinating Secretariat, and Bruce Larkin, our International Affairs Vice-President of last year, is now at Leiden in the position of Associate Secretary of the International Student Conference, a position in which the Secretariat attempts to implement the decisions that are made at the International Student Conference, attempts to carry out the programs which are going to bring about some international understanding among students in various areas of the world.

This year the ISC has sponsored a seminar, as I mentioned, on the press in Central America, one in Asia, one on politics in the international student scene in Europe; and these seminars have attempted to bring students in their locale or internationally together to discuss these subjects.

Our Foreign Student Leadership Project, and our exchange area of work is one which has been applauded and is one in which students have made a material contribution. This year, a gentleman who was on the Foreign Student Leadership Project last year, from Ceylon, has been nominated to a position of Associate Secretary representing Asia on the international student scene. It is a great honor for students in this country who aided this student in the development of his leadership to know that this person was picked

for such a high position in the international student scene. This is another area of the work of NSA internationally.

This year, NSA and student governments throughout the country have more than ever, I think, become interested in issues which are facing us nationally. I have seen more interest in issues of the loyalty oath, and now on a new issue, a bill which is up before Congress, on alternatives to the draft, called the Point Four Youth Corps, than I have ever seen in five years in the student movement. Charley McWherter, the assistant to Vice-President Nixon, gets reports weekly on the statements and resolutions that are passed by students, and reports to me that he thinks there is a great deal of interest this year in concerns within the Congress -- that is, bills which are up before the Congress, issues before the Congress of the United States that affect students.

Representative Reuss, the gentleman who introduced the bill on the Point Four Youth Corps, wrote me a letter recently that said, "Not a day passes without an editorial coming across my desk from a student newspaper taking its position on the Point Four Youth Corps." These are issues that students are discussing and are taking positions on, and I think the fact of taking these positions is fulfilling the aim that I stated in the beginning; that is fulfilling the aim where students are becoming interested and contributing individuals to their society.

I would like to conclude by discussing the third area of the Association's work, the area of human relations. This is an area in which students have had a long standing interest. Last summer, for example, the National Student Association sponsored the first National Inter-Collegiate Human Relations Workshop at which 70 participants figured and discussed basic human relations questions, and human relations programming on the campus.

The workshop was so successful in stimulating the participants to carry on human relations work that the Association is attempting to find funds for a year long human relations project with a fulltime director for the next year.

For the past two summers, we have held seminars with southern students to discuss the subject of integration. Fifteen students have participated; five students from segregated white colleges, five students from segregated Negro colleges, and five students from newly integrated colleges. The seminars were so successful from the point of view of the education of the individual participants, and of the contribution that these students made when they returned to their campuses and their communities that the Marshall Field Foundation granted us \$60,000 at the start of the year to engage in a two year project in the field of human relations.



The project now has a fulltime director, Connie Curry, who is a graduate of Agnes Scott College, a Phi Beta Kappa, and formerly one of the associates of the Collegiate Council on the United Nations. She is going to conduct several conferences in southern communities, and on southern campuses as well as directing this summer's summer student relations seminar.

In addition, as part of our work in human relations, we have been engaged in work this year with regard to the "sit in" movement. When the first of the "sit ins" began in Greensboro, North Carolina, NSA sent its National Vice-President Curtis Gans, a graduate of the University of North Carolina, to determine if the "sit ins" were spontaneous or if they were organized by the NAACP or any other national organization, if they were non-violent and passive as they were reported to be, and if they were going to continue that way; and what role, if any, NSA should play with regard to the "sit ins."

Curt spent ten days in North Carolina. He visited every North Carolina city where a "sit in" had occurred, and he talked with many of our southern advisers. These are faculty, and administration, and human relations experts in the south. He discovered that the "sit ins" were spontaneous and that they were student organized; that they were not organized by any national organization such as the NAACP, or any other; that they were non-violent and passive, and looked as if they would continue that way for sometime because there was a depth of a commitment on the part of these students not to turn the "sit in" movement into anything of a violent nature.

He determined that the role that NSA should play was to be one solely of support. We should in no way attempt to organize any "sit ins" in the south, for this was a southern Negro movement, a movement which after it began received the support of some white students who were interested in the goals of the "sit in" movement.

USNSA issued a statement after Curt's visit in the south supporting the "sit in" movement, and supporting the peculiar technique which we felt was one that we wanted to give credence to -- that is non-violent, passive resistance.

Just as Curt was about to return, an incident occurred in Nashville, Tennessee. Eighty Negro students were arrested for a "sit in" in a Woolworth store. Reverend William Campbell, one of our southern advisers, was in the store when this incident occurred, and reported to us the evening that the incident occurred. The Negro students had entered the store, were sitting in when some white students entered the store and began to rough some of them up. The white students put cigarettes down the backs of some of the

Negroes' sweaters and jostled a few, but the Negroes did not resist. They maintained their passive resistance. Soon the police came and arrested the Negroes, packed them into a paddy wagon and took them away. When they were asking why they had been arrested, the police remained silent. Finally, they were charged with disorderly conduct, and they were informed that they could get out on bail for \$100. The NAACP offered them bail money and they refused, saying that they felt they were unjustly arrested. They were finally freed on their word at about two a.m. on the morning of February 28th.

NSA entered into the scene with its first real action in the "sit in" movement at that time, and sent a telegram of support to Diane Nash, who was the leader of the movement, and to Mayor Ben West, and police commissioner Hosey, protesting the arrests.

Connie Curry, our Southern Project Adviser, went to Nashville to confer with the students and to confer with William Campbell to find out what was going to occur in the next several days. As Connie reported to us, the telegram sent by NSA buoyed up the students of Fisk and Tennessee A and I, and helped give them strength to continue.

After the Nashville incident, many campuses sprang into action. They sent telegrams and letters. Student governments passed resolutions supporting the "sit in" movement. They sponsored rallies and held sympathy demonstrations. At each point where NSA was asked to give some advice or were consulted on what action should be taken, we consulted our southern advisers for their judgment and for their opinions. We maintained our position of supporting the movement and seeking campus support for it, but in no way were trying to interfere with the southern situation.

Students, because of their belief in the inherent dignity of the individual, supported the "sit in" movement of Negro students which began in February. They felt that the technique of passive, non-violent resistance was the great strength of the movement. Naturally, to come out as forthrightly and strongly as we did subjected us -- that is, the National Officers of NSA -- and the students on the campuses who reported so forthrightly, to a number of serious risks. We took the position that our position regarding the "sit ins" might be misinterpreted. We took no stand with picketing or boycott of the chain stores, but instead stressed peaceful, quiet, standing demonstrations on a focal point of the campus. We took the risk that our dual role would not be understood. By this I mean the fact that we not only supported the "sit ins" but we sent over twenty factual mailings of events as they occurred so the student bodies could be educated on the subject before they took any action. We took the risk of having those groups who opposed our position, with regard to the entire "sit in" movement, attack-

ing us; and some of them have done that. We took the risks but I think the risks were well worth taking. If this "sit in" movement brings us one step closer to that society that I mentioned at the beginning of my statement, that society where the dignity of each individual human being is maintained and protected, then the risks that we have taken are inconsequential.

I would like to conclude my remarks by asking a question. What is USNSA? It is a question that was asked of me this noon by a gentleman who sat next to me. It is a question that is asked of me very often, and I still have trouble answering it, though I have been associated with NSA for five years and now am its President.

To the individual student, I might say to him: It is you. You are NSA because NSA is a student movement in this country.

Let me say that it is an idea. It is an idea and a conviction; an idea that students can be responsible, contributing members of the educational community, and a conviction that they will be if they are given the chance.

Thank you. (Applause)

CHAIRMAN GADAIRE: Our next speaker will be Dr. Dennis Trueblood of Southern Illinois University, who is a teacher of personnel administrators. He will predict the future.

DR. DENNIS TRUEBLOOD (Southern Illinois University): Gentlemen, I have been looking in a crystal ball for several weeks, and the ball gets more blurred by the moment when I try to talk about the student's role in higher education with predictions of the future.

I think the ball is blurry because there are so many things which seem to, or so many factors which seem to contradict one another.

I am going to lay out for you a half dozen trends or tendencies, as I see them at this particular moment. If I were to speak with you an hour or two from now I might change my mind some because I think there are a number of unknowns which make it extremely difficult to predict what is going to happen in higher education which are going to affect the student's role in higher education. But I will talk with you about these, and you can disagree with me, and we will see what value they may be to our own thinking.

Point number one: It seems to me that there is an increased emphasis on student participation in decisions of the university, but that there is a decreased emphasis on divisive, autonomous areas of responsibility. For

example: Student government as opposed to faculty government, as opposed to staff government. It seems to me that we find in this a concept of emphasis on student participation in the affairs of the university, not on student government in the sense of student government as a separate entity, a physical body which acts in an autonomous area which has been delegated or handed over to it by the university board of trustees or the president, or the appropriate university officers.

This seems to me to be a difficult thing to have to deal with. For example: I think we see that in one sense, from an educational point of view, there may be greater benefit accrue to more individuals if we arrange to have more students participate in the total affairs of the university. On the other hand, I think there is some risk that by involving students in this way that you may, or we may sterilize their vitality.

I have been one of those people who have felt for a long time, and probably have been guilty of this myself, that when student personnel people oftentimes enticed students into student government they did it by trying to encourage them to believe that they had power that they never had. And I have some great conflicts here because I think that, on the other hand, it is an adjustment to reality to teach a student how decisions get made in a university, in a sense.

I remember when I was a student, I really felt that I, as a student council president, had some autonomous powers. I really did not realize, for example, how power in a sense in a university is delegated, and that I did not have any autonomous powers as the president of a student council; that the president really did not have any autonomous powers in terms of his relationships with the Board of Trustees, and so on up and down the line.

Anyhow, this is point number one, and I am concerned here, but I think there may be an increased emphasis on student participation in the decisions of the university, and hence perhaps a greater involvement of students in university decisions.

Point number two; and this is a more concrete thing which I do not think one can argue with, and I want merely to talk about the implications of this. It seems obvious to me that there is going to be lesser staff to guide student involvement, and greater involvement, in class effort. I think we can make some conclusions with some confidence that staff and student personnel divisions are not going to go up in proportion to enrollment. Likewise, I think teaching faculties are not going to increase in proportionate numbers to student enrollment; and that is going to have, I think, some implications for us in terms of

student involvement, particularly student involvement in extra class activity. These factors get involved with one another.

For example: We see more emphasis today on independent study. This means fewer hours in the classroom per week for the student. This could mean more hours available to participate in extra class activities; but if independent study and the concept of independent study is going to work we student personnel people, I expect, are going to have to assume a great responsibility to balance that which we can balance in the so-called extra class areas so that we do not use the greater hours of freedom available for these people to neglect their studies. In other words, instead of doing independent studies, he continues to participate in activities. And always, when one has to make a decision where balance is involved, it is easier to go to one end of the continuum or the other, and I think we have to be aware of the fact that we may be so careful about protecting the time of the student involved in independent study, protecting him from the demands of extracurricular activities, that we may err in the direction of not letting him have any time to participate.

We may say, "Sir, you are so involved in independent study that we will make all of these decisions which are necessary to be made for a university to operate." And the fact that we have a shortage of staff, of course, is going to make that easier because I do not think any of us would deny the fact that in working with a student who is asking you "Why?" that it takes some time to explain why and to help him learn; and if you do not have as much time as you once had it is so easy to just slough off and say, "Well, this is not something you really need to be concerned about," and so on.

So this is an area of concern which, it seems to me, is going to affect the students' role in higher education in the future.

Another trend or tendency which I see -- and I think I see this pretty clearly -- is that there is obviously today more emphasis on the development of the intellect as the primary and, hence, only function of the college of university. We do not see as much of this conversation in the middle west as I think we probably see in the east, but I think there is a real possibility that this emphasis on the intellect, this emphasis on the gifted individual, on the superior student, or whatever you may call him, may mean some tightening up in the area of extra class activity. Again, in terms of the danger of switching from one extreme to the other, we may very well go to the extreme of not enough extra class activity so that the well developed, whole student, which we were so concerned about a decade ago, we may begin to neglect this whole student if we are not careful.

Another aspect of this which bothers me, I think mostly from a philosophical point of view, in its relationship to the greater society, is that if we are not careful in higher education we are apt to develop in this area of over-emphasis on the intellect -- if that would be possible, and I think it could be possible -- the development of an intellectual elite. And I think one of the things that we were always concerned with in our student or extra class activity is to get the person who is a member of the intelligentsia, so to speak, involved in extra class activity just as much as "Old Joe College," average student.

This is another area which bothers me in terms of trying to look into this crystal ball to try to determine how much emphasis on the development of the intellect is the most healthy amount.

A fourth trend which I see which will have some affect on student participation in higher education, in his own education, is the possibility of shorter periods of time for student involvement on a specific campus. Here I am referring to the impact of the junior college or the community college, and the affect that it may have on the professional school or the college which emphasizes the junior or senior year. You see, I think we have a hypothetical model which many of us work from in the development of a student in terms of his leadership, particularly in the extra class activity area. We get him interested when he is a freshman. We sort of tool him up when he is a sophomore, and he sort of arrives when he is a junior, and then as a senior he is an elder statesman and helps the freshman and serves actually more and more in a junior staff capacity.

What is going to happen in a society where he does not arrive on a particular campus until he is a junior? This is going to have, I think, some ramifications on the amount of student involvement in higher education. Certainly, in the area of so-called self-government it seems to me that the university will have to probably assume some more responsibility for the structuring of how participation gets done. It seems to me that we may not have the recurrent writing of constitutions and so on, as we so oftentimes have in about every fifth year, you know, on a great many campuses where we rewrite the student government constitutions.

Now, I could say that there are some good things here in the sense that a structure is set in which the student comes in and he fits into this structure. He is allowed to participate. The thing that bothers me, of course, is that this may stifle a certain kind of creativity and may lead to only a superficial involvement.

This is another area of concern and, as you can see, I suspect I could get some real argument here, but I would like to look into this role in my relationships with

NSA, and the thing that I have never been able to figure out is this: What is the role of NSA, for example, with junior colleges? And yet, I think here is an area that we are going to have to look at more and more because I think I could get some supporting statistics to show that probably a decade or so down the road we are going to have a good percentage, a good healthy percentage, of students who are transferring from junior colleges to senior colleges, and this is going to have some impact in the student involvement on the campus.

Another area which is related which concerns me a great deal is the tendency which I see for universities to separate discussion of intellectual issues from action on these issues. This is a real tough one. Particularly is it a tough one for the state university and the private university who is so dependent on money from donors; donors who sometimes are concerned about what those students do on that particular campus.

I think we have seen some evidence of some real concerns on the part of universities in the so-called "sit in" strikes, or "sit in" movement. We have seen deans who have had to take stands against this sort of thing in order to protect the university standing with the state legislature. I just use this as an example.

I think I feel, as I look around the country, and as I correspond with the people, and as I visit campuses, that we have done a very interesting job of writing up student regulations. Often, perhaps, students have been very willing to cooperate in this sort of venture, to write up regulations which restrict the action which students may take as a result of an intellectual exploration of issues. These regulations often get involved in deciding when the student can be identified as being a student from X University. This becomes a real toughy because there is a public relations problem involved here. You have the legislature on your neck. You have private donors on your neck.

On the other hand, there is a real relationship between getting involved in intellectual issues and action. If you indeed want to stimulate the individual, it seems to me, to get involved in intellectual and moral issues you cannot expect him to be able to hew a hard line between action and intellectual exercise; and this seems to me to be a great challenge for us and I think it is extremely important that we recognize that this is very closely related to how the student is going to participate in his own education, and indeed, how he will participate in education in general.

I know that as student personnel workers many of us are going to be right out there on that firing line -- I should say "many of you." This is one of the things that is more comfortable for me to talk about probably than it is

for you. Student personnel workers are going to be out there on the firing lines, and if indeed we are going to be educators and not gate keepers I think that we have to face this kind of issue, and it is a tough one. Well, that is number five, in a sense.

One last issue, which I would just like to toss out, which in a sense I suppose is sort of a foundation for the other five, and that is that I think there is a greater need to recognize the individuality and uniqueness of institutions of higher education. This, I think, permeates the concept of student participation in higher education, in this sense: That I can generalize, or you can generalize, or we can all generalize about higher education in general, but when we get down to really doing something we have to look at the particular institution itself. What a junior college can do is something different than what a four year liberal arts college which is located in a small rural town 100 miles from the nearest railroad station can do. That is different from what an urban university can do which has a heterogeneous, ethnic population; and this is different than a university, either private or state, which has essentially a homogeneous population.

All I really want to point out here is that how your particular campus deals with this problem of the students' role in higher education in the future really depends upon the particular characteristics of your campus.

I am going to stop here, sort of in the middle. I think there are a great many other things that we could talk about. I merely wanted to toss out a half dozen of the more important tendencies or trends in higher education, as I see them, affecting the students' role in higher education. Many of these are controversial. There is conflicting evidence as to what is going to happen and, as is always true, it is always difficult to look into a crystal ball and predict what is going to happen and to plan so that what you predict is going to happen will happen.

CHAIRMAN GADAIRE: Thank you. And now our last speaker. I have on my letter to Charles McCracken, "As speaker four, your job will be evaluation and summary and general remarks." Dean McCracken.

DEAN CHARLES W. McCracken (Trenton State College): The nice thing about following Dennis Trueblood is that he raises so many issues, and they are all provocative and you want to take after each one, leaving yourself in a state of complete frustration. Dennis draws these philosophical constructs in his most articulate manner, and I am immediately frustrated because I, probably as most of you, am a general practitioner dealing with the very fundamental problems on the campus such as how in the devil can you get 1,500 cars into 480 parking spaces? Or of trying to find a bed for a



student six foot six. And speaking of these trends, the American student is getting taller and taller.

Are you quoting all of this? Well, I'll be careful. (Laughter)

The American student is getting taller and taller, and we are going to need -- especially those of you, as I am now, in public institutions -- to start working on architectural specifications so we will be ready for the taller student in 1980. So in a sense, these abstract loyalties, these general principles, the basic issues that confront us often get swallowed up in the daily minutia that involvement on the campus means. My own opinion and my own personal experience is all that I can speak from, which I might say is going to last just long enough for you to formulate questions because I am quite sure that this will be the most profitable part of the evening here.

So in three minutes, may I say this: Speaking as a person on the campus day in and day out, I welcome any movement among students which will help the student move probably from his present preoccupation with personal loyalties, or with loyalties, as students are so apt to do, always to be translated in terms of personal loyalties, any help that will move these loyalties that we all deal with into the abstract loyalties, or the loyalties to the abstract ideals of justice or humanity, I would welcome this help.

As I look at the NSA, it is a movement, I am personally convinced, that is a genuine student movement in the same tradition as other student movements that hit our campus. Those of you who were on campuses before World War II, I think, will recall other movements. I think this is a particularly important movement in its breadth and in its scope. It has words in it like "Co-Sec," which means coordinating secretariat, and I cannot pronounce the town in Holland, but an extraordinarily complex relationship throughout the world with 56 student unions.

I think that if NSA will remain a part, and I think it is a part, of the United States' student, and will open a window and will involve our own students in programs which are exacting and which require of our own students a self-discipline and loyalties of the highest order, I would welcome it because I know that from the local campus situation it will open up windows to our students that otherwise they just cannot see through.

I did not mean to get into lofty words because I would not want to admit to my own students the basic idealism or the fact that I do really want to see a student movement in this country which reflects maturity and direction. I know that most of you men, as I do myself, as we meet daily problems, we yearn for these students who can and who are willing

to rise to the highest loyalties an academic community can exact of them.

Before Gadaire stops me for being too lofty, I will stop with this comment: I think that the movement that we are examining here tonight is a complex one. There are rather interesting sources of information. Those of you who will be in Philadelphia next week I am sure might want to visit the offices -- and this is your invitation, Don, but I think it should be made. You can examine the information files that are there.

I think those of you who have not seen this book it is worth your attention. I have one here, and you may get one from Don. They might cost you some money. But in any case, there is a vast amount of information available which I think we ought to know about more and more.

Can I just stop there? I am out of breath. I have a cold.

CHAIRMAN GADAIRE: Thank you.

Well, now, gentlemen, I am sure there must be questions. I hope that there are people here who will answer your questions. Anyone who has a question will please state your name and the college that you represent, and fire away.

DEAN LOU C. STAMATAKOS (University of Wisconsin-Milwaukee): I would like to direct this question to the President of NSA. I have heard and have seen a lot of people who are extremely active in NSA, and I have heard them make the comment that NSA is an organization, shall we say, representative of student opinion or feeling in this country. With a representation of approximately 300 some institutions, and a total of about 1,500 to 1,900 institutions of higher learning in this country, how representative do you feel you are of the general student population as a whole? I know this is a tough question, but I am rather curious.

MR. HOFFMAN: I am not sure what the exact figures are on the total number of colleges and universities in the country, but NSA does have the majority of four year institutions as its members, so that we can certainly say we are representative. If we are representative, we are representative of those who are in four year institutions.

The question of representivity is a very interesting one, and it is a question I think which is posed to practically every government that exists on this earth. That is, when the Congress of the United States -- when a representative takes a position on a particular bill, a complex bill with regard to federal aid for education, for example, is he really representing his constituents? I think that the way the question can be answered in a democracy and must

be answered is on the basis of structure. Is the structure there which allows for the opinion of every individual in that society to express his desire with regard to a particular question? Is a structure there, looking at it nationally in the United States, where you as an individual citizen can talk to your representative, and to express your points of view on a particular issue? Can you thereby try to influence his opinion and his decision?

Now, looking at it as far as NSA is concerned, is the structure there a democratic structure where every student on the campus of a member campus can express his point of view and have his opinion heard in NSA? The answer to that question is "Yes, most definitely."

In the beginnings of NSA -- John might have gone into this had he had the time -- there was a great argument as to what NSA should be. Should it be composed of the representatives of various national student organizations like the National Student Christian Federation, or the YMCA, or the other catholic college student groups, or should it be composed of representatives of student governments? And the decision that was made was that NSA should be represented through student governments, through the student governmental structure, so that a student on a campus elects his representatives -- that is, the student government. The student government in turn elects the delegates who come to a National Student Congress and who then take positions and vote for the student body of that institution. At the Congress there is a very democratic procedure set up whereby at workshops various issues are considered and discussed and debated, and then there is a vote of the entire plenary and this student delegate votes on a particular issue and this becomes a policy for the Association.

So I think the answer to that question has to be, in a democracy, an answer on the basis of structure. Is the structure democratic? Yes. If the structure is democratic then you can say you are representative of the college students.

Let me make this announcement. I would like to second the invitation. Next week, at the American College Personnel Association, during that period, the NSA will be having an open house. Our address is 3457 Chestnut Street. We are right across the street from the Pennsylvania Law School on the campus and there is going to be a meeting of our National Advisory Board on Wednesday night at eight-thirty. We cannot accommodate all of you because we want to have it in our office which does not accommodate a great number of people; but if there were a number of you who would like to come to this meeting at which we are going to be discussing the NSA program for this year, and a little bit of the trends that we see in the student movement, where we think the student movement is going to be going, where NSA is

going to be going, or what are going to be the concerns of the students in the next couple of years as we interpret them from our visits to the campuses this year and with students, you are most welcome to come. It is during a relatively free period of the ACPA meeting.

Also, anyone who would like to obtain a copy of this book (The Student and His Education), I have 15 copies here with me. My assistant wrings my neck every time I take a copy out of the office because she says we have to use them for the Congress, for the Delegates; but if any of you would like a copy we have 15 here, and if you would like me to send you a copy of this it will cost you \$1.75 -- I believe that is the cost. It includes the program of last year, the proposed program for this year, statements, basic policy declarations, and statements on particular issues of importance to students as passed by the National Student Congress. I will leave a list right here for anybody who would like a copy of the book. I think it is a very fine publication and it describes the multiplicity of interests of American students as discussed at the National Student Congress.

CHAIRMAN GADAIRE: John Simonds, do you wish to have a comment?

MR. SIMONDS: I just have one suggestion which I will throw out with impunity because I am not one in the sense that you people are one in the academic world, and in a certain way, I am an outsider looking in. I would like to suggest that where possible those of you who have responsibilities toward student governments make what efforts can be made to insure that persons coming to National Student Congresses are well informed, and well informed about what higher education is all about, and what specifically your own institution is all about. This Association only has life in so far as those who come to its Congresses have some relatively clear understandings of the purposes, the nature, and the role of higher education here and abroad.

I would hope that you men could take whatever steps are appropriate in your own institutions to insure that this type of delegate comes to these Congresses.

CHAIRMAN GADAIRE: I might also add that last summer we were the guests of some of the deans. There is a Deans' Workshop held during the two day period sometime during the Congress. As I understand it, two or three years ago it was the first two days of the Congress, and now perhaps they will make it the last two days of the Congress; and last year we were the guests of Fred Turner. I think that those of us who did attend really got the greatest thrill out of the plenary sessions where we saw tremendous minds at work on the plenary floor. I never cease to thrill when when I do go and see the work that they do. I also would like to say that it was my understanding from the NSA Coordinator on my campus that

they had received word from your headquarters that there was to be some sort of orientation -- pre-orientation -- before the students go to the Congress this spring on the part of NSA committees and this sort of thing. You want to say a word about that?

MR. HOFFMAN: There will be a great deal of material that will go to the students in the mail, and each delegate will receive what we call "Issues Background Material." In the past -- and sort of on this question of representivity too that was mentioned -- there have been complaints on the part of some of the delegates, saying, "I didn't know we were going to discuss X issue at the Congress"; or, "I didn't know that federal aid to education was going to be an issue. I didn't know that admissions standards was going to be something that was going to be discussed." So we are preparing extensive background materials, factual materials on both sides of a given issue so that students can have this; the delegates can have this when they come to the Congress and can be prepared on it.

Also, we have started, in March, to send out "Issue Notes," which are brief explanations of some of the issues that are now before the U.S. Congress which we are trying to implement. That is, the decisions were made last summer at the Congress, "You should do X and Y on Federal Aid to Education," so we tell them we are doing X and Y in this manner; and this is the way you can help on your campus if you want to help on this matter. They are going to be reoccurring issues as well and they can alert the people. When the delegates get to the Congress -- the Congress site at the University of Minnesota, August 22 -- they will be given extensive orientation as to what to expect at the Congress. So we hope this year -- this is sort of a bug of Angie Thomas', my assistant -- that these people are going to be well oriented and know what to expect when they get to the Congress, and know what to expect to occur, and know what is expected of them.

DR. TRUEBLOOD: When I went to the Chicago Student Conference it took me a day and a half to learn to use Roberts' Rules of Order; but I did learn eventually.

DEAN TURNER: This is a word I would like to add in here. John Simonds has stated very briefly this historical material. I think the best thing I received out of the Conference at Illinois last summer -- and I only got to attend a little part of it because I could not attend many of the sessions -- was this tremendous historical statement that John gave to the Deans' Seminar. Since then I have had the privilege of seeing a rough draft of the speech which he made at that time, and I am just hoping that that is not going to be dropped and that it is going to be published, because it would be helpful to all of us if we could have that material. It is splendid material.

CHAIRMAN GADAIRE: Fred, one of the reactions last summer at the Deans' Conference was just what Fred Turner stated, the tremendous enthusiasm on the part of the Deans who were visiting over the statement of the history of the student movement. And following the presentation there was so much enthusiasm that when I came back I wrote to you, Fred, and I wrote to Glen Nygreen, and I have suggested that perhaps one of the things that we might do is to make sure that this statement -- and I have the rough draft too -- finally gets sent out and is available because it is very good reading. Thank you for bringing it up, Fred.

DEAN McCracken: Could I add something to this? If any of you wish, you can get from the NSA office, the Peter Jones -- what is the title of it?

MR. HOFFMAN: Peter Jones, who was an officer of the Association some years back, did a study for the Foreign Policy Institute which is called the History of the IUS-NSA Relations, from 1945, I think it is, to 1955; a ten year period. That is available at our office for \$1.00. That is about a 120 page book, and you can get it by writing our national office.

DEAN McCracken: Can I add just one last thing? This is still on this whole historical perspective; and I think John has to be needled into publishing his article or doing something with it. But the essential problem, and it will certainly be on each campus as the student deals with all of these issues underlying this whole question, is a dilemma that was quite apparent in the student debates at the Congress last summer as students discussed. They are trying to find the answer to the question "What is the students' role in our own society, both nationally and internationally?" It seems to me that this is one of the most interesting questions, and it is not a philosophical question; it is a very practical one. The students, for example, in debating certain national issues -- well, I think nuclear testing was one of them -- had to first spend most of the time on whether United States' students should even take a stand on it or not.

It seems to me that this is a problem we have with our own students, and I certainly do not think the answer is apparent. I do not think there is any answer that is right that we all should be working toward. But I think the question is certainly coming to us all right now from our students: "What is our role in the society of this country?" And I do not know whether you want to add something to that or not.

CHAIRMAN GADAIRE: I think we ought to quit. The members of my panel have not given me permission, but I would suggest that if you want to see any of them for a small group discussion that there must be somewhere in the hotel where you will find them. Good evening. (Applause)

... Seminar I adjourned at ten o'clock ...

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THIRD GENERAL SESSION  
SATURDAY MORNING  
April 9, 1960

The Third General Session convened at nine-fifteen o'clock, Dean Mark W. Smith, Denison University, presiding.

CHAIRMAN SMITH: We are loaded with behavioral scientists up here but we can't agree on how to get people into the room to sit down. (Laughter) As most of you know, I am Mark Smith, presiding over the session which has been planned by Commission V of NASPA, this Commission being concerned with relationships between student personnel administration and the behavioral sciences.

This session grew primarily out of the thinking of the Commission following the meetings last summer at Harvard where, as some of you may remember, Commission V submitted a statement of principles having to do with the relationships between our work and the behavioral sciences. I think it is fair to say that the Commission reacted with some disappointment to the reaction of the Association to this statement of principles simply because it was such an accepting reaction, or if you wish, such a passive reaction to such a statement which was intended to be a relatively aggressive statement, implying obligations and responsibilities far beyond those that most of us recognize.

This panel will intend to do several things, the most important of which is to clarify for us the need for closer relationships between the personnel administrator and the work and teaching and activities in the behavioral sciences. In other words, what we are going to try today, in so far as is possible, is to present the problem, or to clarify the need. Like most groups of this kind, we will do very little, I am afraid, to offer hypothetical solutions.

In case some of you feel this panel is loaded, I might explain that we have played it very safe. Three of the members of the panel are administrators, and thus completely insightful concerning the criticisms that we are going to make of you, if we make any, and completely cognizant of the fact that any three people in the audience could get up here and make them of us. The fourth member of the panel is not an administrator, but he is a departmental chairman, which gives him some of the problems, I suppose, that administrators have.

I think to introduce them, I might categorize them for you. One member of the panel, of course, is the academic

dean in my institution, Dr. Parker Lichtenstein, who is perhaps best introduced as a tough-minded, experimental psychologist gone bad. (Laughter) He is a Mass. Aggie boy who came to Denison by way of Indiana and Antioch, and who, in Andy Griffith's language, might be described as "really messed up." (Laughter)

Another member of the panel is a tender-minded psychologist, a Minnesota man, Gaige Paulson, whom most of us know, who is a dean, and who has a breadth of interests, not the least of which is a deep interest in not having statistics concerning attrition in state supported institutions used as public relations.

The other member is Raymond Sletto, Chairman of the Department of Sociology and Anthropology at Ohio State; and he is really fairly safe in that he is on local ground and cannot tell the complete truth. (Laughter)

For those of you who do not know why I am here, or in the position I am in, I have no accurate answer for that.

... Remarks off the record ...

The problem as the Commission sees it is this; and I think I am not too discourteous when I say that the Commission has every kind of confidence that the problem that it is concerned with and the solutions which it is searching for may well be the center of the future of NASPA and its future security. I do not think it is discourteous to say that most of the members of the Commission, when we heard Don Winbigler the other night, felt that he was speaking directly to the problems and the issues and the opportunities with which Commission V has been concerned.

This may mean that we are just paranoid, but I doubt this. (Laughter)

The Commission has noted with real frustration the awesome number of research hypotheses with which student personnel administrators are working every day and struggling every day which, if subjected to some research by a student personnel administrator who could find time, or by a full-time behavioral scientist who might have some people who needed degrees, when we see this mass of untested, unexplored hypotheses which really constitute the things with which we are plagued, we wonder how it is that anyone could question the need for closer relationships between behavioral science research and our work.

When we begin to realize the mass of data with which each of us works every day and the tremendous need for useful data in the behavioral sciences, we wonder why anyone



could even have any questions or any doubts as to the need for closer relationships between the two fields with which we are concerned.

When some of us realize that some of our own membership perceive themselves as self-sufficient academicians, as student personnel administrators who, whenever there is a relatively scholarly presentation at NASPA, wonder when we are going to get past all the junk to the fun, we wonder why any of us could ever question the need for signs of relationships with which Commission V is concerned. When some of us read the results from Glen Nygreen's questionnaire to this membership, indicating the surprising number of student personnel administrators completely losing contact with the professional societies appropriate to their academic training, we had little doubt ourselves as to the need for clarification, of the need for closer relationships.

Finally, I think it is fair to say that many of us realize that we are perceived in some circles as the pitchmen of the sideshow of the college. Many of us realize, also, that the sideshows of the colleges are getting the hell beat out of them these days; the Rose Bowl being one. So that we might ask ourselves, I suppose, the Rose Bowl, and post-season football, which certainly seemed secure about three years ago to those of us who did not know what was going on, if these have been subjected to the kind of rejection which has taken place is it possible that in the future some person or persons may point a finger at the self-sufficient, empire-building, non-academic dean of students and say, "You, like the Rose Bowl, are an extra"? Some of us do feel that this is possible, and some of us feel that the only possible way for student personnel administration to have the security and the confidence which Don Winbigler has talked about is for us to be identified closely and actively as scholars in the academic community. And most of us see no better scholarly identification for a student personnel administrator than with the disciplines with which he is constantly working, the behavioral sciences.

Finally, one question which I have asked, and which has been asked in the Commission several times is this: If behavioral science insight and understanding is not the basis for effective student personnel administration and for the decisions made by the student personnel administrator, what are the bases for these activities and decisions? Are they status seeking? Are they not hurting anybody? Are they protecting the student who has problems? What are the bases for work in controlling and predicting and changing the behavior of students if these bases are not behavioral science bases?

For instance, I do not think it is any secret that at our college we have had a disagreement over the years as to what should be done with the student who has emotional problems and is not able to continue with his course work for

a while. Should this student be excused and allowed to drop several courses and thus lighten his program? Should this student be given incompletes so he can go home and lick his wounds for a while, and come back when he is feeling better? Or, to get it into the real realm, should she be helped to master the course with less work because she has emotional problems, or permitted to get by with less work and more understanding on the part of her teacher?

The disagreement has arisen simply in terms of the application of a behavioral science principle, the principle of reinforcement. Some of us who play the role of teaching psychology would argue that nothing should be done with a student with emotional problems which would reinforce that behavior which might be described as having emotional problems. Thus, we would disagree entirely with the Dean of Women or the Dean of Men who would come to a committee and ask that this student be handled gently and be permitted to do things that other students couldn't do, because nothing could be described more adequately as reinforcement than this. And the next time the student is in a tough spot, she would come in and ask where the clinician's office was. This is called the reinforcement of behavior.

Finally, we might ask ourselves some questions which seem silly. How many of us, for instance, have thought within the last two years about the possible applications of Fred Skinner's work on student personnel administration? Here is a man who has risen in his own professional discipline awesomely, in terms of the cleanliness of his system, and in terms of his willingness to make applications which psychologists for many years have dared not make. Here is a man who some psychologists and non-psychologists feel to be the determiner of the course of American education; and again it may not be important for us to know about Fred Skinner's work with pigeons. This may not be important at all, but how would we ever know if we do not know what his work has been? How many of us, for instance, understand the sociologists' understanding of the beatnik movement -- or as we call it at Denison, the lazynik movement; also the jerknik movement? How many of us really understand the significance of this? How many of us, when reacting to one of these creatures as he comes into the office, see him as a person with a need for attention, whose behavior could be controlled in terms of the reinforcement of different behavior, not the punishment or rejection of the behavior that he is emitting?

I also might ask, as a result of some of the panel talk within the last 24 hours, how many of us understand when we see a 480 verbal score on the college board, and an 80 percentile score on another test, how much this really does not tell us about the student we are dealing with? How many of us realize how helpful these really are; or on the other hand how many of us form an attitude on the basis of that number which determines how we deal with that student?

I would now turn this over to the honest members of the panel, or as Glen Nygreen has said for many years, since I am primarily an entertainer rather than a thinker, I will turn it over to the thinkers. I think, if you do not mind, sir, we will start with Dr. Sletto and he will make some remarks. We will then pass on to Dr. Lichtenstein, who will make some remarks under my watchful eye. And finally, we will turn to Gaige Paulson.

DR. RAYMOND SLETTTO (The Ohio State University): I suspect that this meeting is rigged from beginning to end. (Laughter) When this man called me up, he used some psychology on me, being a psychology major. He said, "How would you like to come down to a meeting of deans and insult them; give them the devil for not doing more research?" Now I wonder how he knew that this is the best method to use in getting a speaker to come down on a Saturday morning when he would like to be out gardening or something else. I think he probably reasoned that sociologists are hell raisers from way back, and probably most of them were in the dean's office most of the time when they were students and that they have been nursing a grudge for 10 these many years and would welcome an opportunity to even the score.

My only contact with the Dean of Men was as a freshman when I missed physical education for two or three weeks in a row and the dean called me in and said, "What is this? You are not going to physical education? Why not?" Well, it was a straight question and I gave him a straight answer. I said, "I have been working on a construction gang all summer. I am working my way through school, working eight hours a day. I am in better shape than most of the men you have out there teaching physical education and that is why I'm not there." (Laughter) He said, "That may all be very true, but if you are not there Monday you are not going to be in school Tuesday." (Laughter)

Well, my job I accept with relish to start with. (Laughter) But as I thought it over, I began to think maybe I should go easy on this insulting business because, after all, Deans of Men are not a bad sort. They are kindly, and most of them, I suspect, are getting on toward middle age. I am not quite sure about it, but I suspect they are. They, by and large, are among the hardest working people on the campus. In fact, the more I thought about it the more I concluded that the main fault with deans is that they behave like deans when they are on the job. (Laughter) Maybe a good definition of a dean is that maybe he behaves even when he is at a convention -- at least most of the time.

The trouble with deans, I think, is that they carry virtues to excess, to a point where they become faults. If deans could stop acting like deans, or the way they think deans ought to act, I think they might do a great deal better job. Now I am speaking just as a sociologist. A sociologist

does not look up to deans, and does not look down on them; he just looks at them. (Laughter)

So I am going to be a sociologist for a little while and not a department chairman. I would like to be back next year. (Laughter) Again, you might say that the sociologists are the people who claim to know more about social life than the people who have some. (Laughter) I think this might also apply to deans.

Every time I have begun to feel sorry for myself as a department chairman and say, "How do I get by from day to day, with all those letters I didn't answer; how do I get by with those reports overdue; how do I survive this rat race?" and whenever I begin to feel sorry for myself I go over and talk to one of the deans about his job and I go back feeling that I have really one of the soft jobs on the campus. I do not have to speak more than two nights in the week. They are out every night. I do not have problems with staff people more than maybe two or three times a day, whereas, you have problems maybe with students all the time.

Now, if I am going to take seriously this job of saying what is wrong with deans, as viewed by a sociologist, I suppose I will have to draw up an indictment; and here are some of the elements of the indictment: That the Means of Men have carried their virtues to a point where they have become faults. That they are too willing to do what other people expect them to do. That they have not thought through what is it that we should be doing in terms of the changing needs of society and the changing needs of students. That is, you have to stop being such good fellows. You have to learn to say "No." You have to stop being the kinds of people who could easily be mistaken for the service employees of the university, and you have to begin to be a much more applied social scientist and educator in your approach to your job. That, it seems to me, is your greatest need, to stop playing the historical role of a Dean of Men and start defining what it is that a Dean of Men should do in a university in the year 1960.

If you ask, "How did you get where you are?" I think your historical explanation might help. A Dean of Men at one time was the President's right hand man. The small college President went around the state and said, "You send your boy up to Blank College of University and we will take care of him. We will see that he gets a good place to live, and we will see he goes to church and makes some good friends and gets a job if he has to have one, and we will help him decide what it is he ought to take up. We will be the parents' substitute." In effect, your job has been that of a parent substitute and that of the President's right hand man when he got too many students to do all these things by himself.

Then as time went on, what happened? One function

after another was split off. We set up a separate office for counseling. You got the psychologists in. You set up a separate office for housing, and for this, and that; and finally you have a maze of activities, segmentalized, which do not figure together; and the dean in a big place becomes a kind of coordinator who perhaps is not quite sure what is going on because you cannot be everywhere all the time.

The need in the big place is that the dean become a coordinator. If he is not that, I think he ought to become that increasingly. That is, he ought to be spending his time not on activity but on reflection; not on trouble-shooting so much -- he has to do some of that certainly -- but in asking "What are the objectives that we ought to be seeking to fulfill the role of the Dean of Men as the old role is not good enough?" Times have changed. I think the Dean of Men who does what he is expected to do in terms of local definitions of his role is not measuring up to the needs of our time.

If you say, "Well, shouldn't he do what he is expected to do?" I would say, "No, he should not do what he is expected to do when the definition of what he is expected to do is too narrow." Should he be paying attention to the clientele which is at his door step? I would say probably not; that the clientele on his door step is, in large measure, clientele that does not need his services as much as the clientele not at his door step. The Dean of Men has become something like the county agent, set up to educate the somewhat uneducated agriculturalists, but in the end serving the farmers who need him least.

The job of the Dean of Men, it would seem, is one that has to be redefined. Now if you say, "Are you the only people who have to redefine your job?" I would say, "No, you are not; that cultural lag, social lag characterizes a great deal of what goes on in universities; that nearly all of us have to realize that what we are doing is not good enough in terms of the present needs of our time period.

What are these needs of our time period? Perhaps the most crucial need is the need to realize that we are in a new kind of cold war. The old cold war, the first part of it, was competition in weapons, missiles, nuclear weapons. That period is nearly over. We are now in a period where the challenge is much wider. The challenge is to demonstrate that our cultural system, our social system ought to survive, and that it ought to survive in terms of its ability to yield the kinds of advancements which historically have been used to judge civilizations; that this system will produce more advances in science, in the arts, more advances in human well-being than any alternative system.

This challenge means that students have to conceive of education somewhat differently, and it is your job to help them conceive of education differently. That is increasingly,

I think, students have come to look upon a diploma as a degree to exploit society. "We are educated now. They owe us something." I think you have to tell students that society does not owe them a thing; that they owe society a great deal for the privileges that they have of having been educated. Any privileges they get have to be based upon contributions and achievements. That is, education does not confer status. That status has to be earned.

I think we have a spoiled lot of students. Who spoiled them I do not know. Maybe we professors did. Maybe we sociologists did. But the idealism that ought to be in education has to be restored. We have to say to the professional man, "You are not one unless public service, unless altruism is high in your value system. That if your idea of a profession is that you are going out and practice your skills and make a lot of money, you are a menace to society. You owe society something."

Now, how to restore this idealism in students, how to get them to see that education is not designed to help them get a bigger paycheck but is designed to enable them to better serve society, how to do that, I think you deans have to come up with the answer to. I think you have to in part help in redefining what education is for, and it is not to help the individual get a bigger paycheck.

Maybe this business of research ought to be second to defining the values that you need to serve, because once you know what you are for you can then do some research to see how you can bring about these ends that you exist for. I think that finding out what your job is, in terms of the changing needs of our time period and changing needs of students, is the first requirement; and whether you do it by research or otherwise, or a combination of research and genuine reflection, I do not know. (Applause)

DR. PARKER LICHTENSTEIN (Denison University): When Mark spoke to me first about appearing on this panel and told me what the topic was, my reaction was: "Why talk about it?" (Laughter) Naturally, student personnel workers are going to be interested in research. They are interested in behavioral sciences. It hardly needs mentioning. But times have changed, and the pressures in the student personnel area have grown tremendously in the last few years, and I agree entirely with Dr. Sletto. Student personnel deans are too busy doing the things they ought not to be doing.

When I was a student at Mass. Aggie, we did not have a Dean of Students. We did not have a Dean of Men. We did have a Dean, and he spoke to us at the freshman convocation, and he said, "If you do not know me by the time you start the senior year you are doing all right." (Laughter) That was his attitude. He knew how to keep a balance so that he could teach the two courses that he always gave and be an

academic dean and whatever student personnel officer there was supposed to be, although there didn't seem to be much attention to that area. Well, since that time, we have had tremendous emphasis on the student personnel point of view, and it has been a desirable emphasis in a rapidly changing world that presents young people with problems that we did not dream about even thirty years ago.

But if the student personnel worker is so busy with the trivia that can clutter up any administrator's desk that he cannot think about the problems of his field, then we have come to a pretty sorry pass.

I am thinking of an experience of my own just this week in having any number of questionnaires come in; some with a request to return them within 24 hours, and I had half a dozen people working a good part of one day to provide answers to questions on a single, one page questionnaire. We need to do less of this kind of thing and more thinking about the real problems of student personnel work.

I think that it is not simply a matter of having a research orientation. It is not simply a matter of being oriented toward the behavioral sciences. More important, there should be some intellectualism in the administration building; and I am thinking here of the academic deans and the presidents, and I am not here to talk about them this morning, but I have some ideas on that subject.

The President of the University of Delaware, President Perkins, made a remark recently that I think is pertinent here. He said, "To be in harmony with their academic surroundings, administrators should themselves be intellectuals and never cease in the cultivation of their own minds. If possible, they should continue to do some teaching, and even a little research." Well, I know what the immediate reaction is. "Well, where do you find the time when you are as busy as I am?" And I think the answer is that the job has to be defined in such a way that it makes a place for research. If research is important it will get done. If it is considered unimportant it will not be done. I think it is true to say that within limits a man will do what he wants to do. If he wants to do something badly enough he will find a way to do it. It is important that the student personnel worker be working constantly on the periphery of his field and not always in it.

Again, here is another quotation from President Perkins: "An academic administrator should read all he can in his own special field to keep up with the advances, in the field of general education generally, and on all levels of it. So the Dean of Students may learn as much about handling individuals from the study of the lives of Julius Caesar, and Dr. Matthew Arnold of Rugby as from reading Dr. H. A. Overstreet and Dean E. G. Williamson." And then he goes on to say, "With all due respect to these outstanding psychologists."

Now, why is it important that the student personnel worker, the Dean of Students, the Dean of Men, have a research orientation? What difference does it make in the long run? After all, we do have sociologists and psychologists who supposedly are interested in the research aspects of the field.

Well, first of all, the student personnel dean has access to the problems in a way that the psychologist and the sociologist usually do not. Not only that, but this is his field of interest, working with students. The psychologist may be interested in rats learning in a maze; the sociologist may be interested in population problems, and so it goes. But this is the student personnel workers' field. If he is creative, if he can sense problems -- and a lot of scientific research is first of all asking the right question. One thing that has impressed me about Fred Skinner is simply this: That he can always see a question, and he can always come up with a hypothesis. Whether it is any good or whether it isn't, he is thinking all the time, and it takes that kind of creative mind.

There is another point that I think is important here. In this day and age, I think college students look up to the people that they think are successful on the campus, and they tend to emulate these people. And who are they? They tend to be the Dean of Students and the Dean of Men before the professors in the subject matter fields. I think this is generally true. It is not true in all cases, of course, but on the average, students are more impressed by the bearing, by the position, by the status of the Dean of Men than they are of an assistant professor of botany, who spends most of his time straightening out the fern collection in the attic of the biology building.

So if it is true that student personnel workers are in a position to influence the attitudes and values of students, particularly their intellectual values, then they can only do so if they hold intellectual values of significance themselves. I won't put the blame for the failure of student personnel workers to keep up in psychology on them entirely. The psychologists, to use one example, must share in the blame because the psychologist who is working with rats or pigeons very often, with scientific caution, hesitates to say anything that would bear on a significant student problem. The psychologist then who would be making extensive extrapolations says, "This would not be scientific." He is not close to the behavioral data as the student personnel worker is. He is close to a behavior of a different kind; maybe rat behavior. The student personnel worker is close to the student behavior data, and he has a vital interest in these problems; therefore, he is in the strategic position to carry out the research in a way that the academic psychologist is not.



Here I think I will make my last remark. I think the student personnel worker often confuses, and I think administrators generally often confuse busy work with research, and there is, in my estimation, much too much busy work in academic administration. I mentioned the matter of questionnaires. We keep all kinds of records. I think some student personnel deans are more concerned about the records and the condition of the records than they are about the students. There is a preoccupation with facts and figures without any asking of significant questions. And one good question, even though we do not have a methodology to put the question to an exact test -- one good question with some good work on it is worth more than a hundred trivial questionnaire studies that may yield nothing of importance. (Applause)

DR. GAIGE B. PAULSON (University College, Ohio University): Dr. Sletto has defined for you something of the role of the sociologist, and I would like to define a little of the role of the psychologist. The definition which I like best of the psychologist is one that many of my students seem to find some amusement in, and that is that the psychologist is one who when a beautiful woman enters the room watches everyone else. (Laughter)

I tell this to bring to a focus something about the university or the college atmosphere, and that is I think that we are all focused on the intellectual development of the student; that is, on the educational development of the student. And as Deans of Men or as Deans, as I am, of a university college, we are interested in doing all those things that might have some relevance or some significance for this matter of the intellectual and the educational development of the individual.

Of course, the only problem is how do you do this? What do you do in order to insure that the student is going to in some way be influenced? Lest you think that I am, as a psychologist, going to have undue influence on you personally, or have some manipulative control at the present time, let me assure you that I have no such interest. In fact, I practically always warn my students: Don't ever make any change unless you have really considered it personally; that is, what the significance of this change might mean for you individually. Do not go back as Deans of Men into your own local situation, as Deans of Students, and make any very conspicuous changes because you may disturb an awful lot of people if you do this. If you do make these changes, make sure that you have accounted for what might happen to you.

I think that we all have an opportunity of doing a good bit of research in the area of behavior, and the control and the shaping of behavior, and I am not sure but what we ought not assume more responsibility with respect to shaping behavior. I, myself though, am not very optimistic

about the results that I produce in this matter of shaping behavior. I go through all of the things that I think might be of some significance, but I am not sure that I can always produce results. I think we are wrong in assuming that we can produce a great many results; but I am interested in looking at what happens, and this is one of the reasons I am interested in some research.

I might tell you a little bit about my function as a Dean of the University College. Many of you have heard the University College term used, and that represents a rather ambiguous kind of reference area. University College at Ohio University means that we have all the freshmen in this University College. We have none registered in a degree college, and as the Dean of a University College we have the problem of introducing the student to the university, mainly in the academic areas. We have to do, though, with all of the orientation functions of the student, and we have a considerable interest in what is the impact of our program on introducing the student to the university.

We can make one assumption about this, and that is that the thing we are introducing him to is to the academic environment. We get him in contact with his professors. We get him in contact with the subject matter. Everything we do should have some relevance or some impact on making the student more successful in that phase of his conduct because we know if he is not successful in that phase of his contact he will soon be disengaged from the educational world. If he does not make a one point at the end of the first semester this eliminates our concern with what we can do for that student because the student is no longer with us.

We are interested, though, in what happens to the student at this point.

I would like only to mention one or two things that we have done in the way of something of research, looking at what we have been doing, because you as persons in positions of responsibility have access to a large number of students, and that is the thing that mostly interests -- it does not always interest Skinner, the matter of large numbers. Sometimes only one is good enough to prove our point in behavior research. But most of us are interested in large numbers because we have difficulty in demonstrating the significance of some items unless we have relatively large numbers. We want to have developed secure kinds of information. We might be interested in such things as what of the potentialities of adjustment for people who are valedictorians in their high school. This past year, we looked at the valedictorians we had in our beginning class at Ohio University. There were 2,705 beginning students at the university and we had 72 valedictorians. How did the valedictorians fare in the university situation?

The first thing we look at is how did they fare

academically. They fare all the way with somebody having as much latitude as being able to fail out of the university in the first semester. We had some 50% on the Dean's List. It was 51%, I think. That means a 3 point or higher. We had 30% that made above a 3.5; and a very large percentage of them made at least a 2 point. Well, this tells you something about their academic progress; but we are interested too in what sort of a reaction these students have to the university. What difference does it make what size school they come from? In the matter of school size, we know that from the standpoint of their success, if they come from schools with a graduating class of as large as 600 they are very likely, if they have achieved that sort of status in a high school, to be very successful in college.

What am I interested in this for? I am interested in this because I am interested in presenting this to the students. I am interested in putting this in the hands of the students. I am interested in developing the reality of the academic world as far as the students are concerned, because I am not sure but what we ought to have the students looking pretty much at the facts and not give them the benefit of our didactic approaches, but to give them the benefit of pretty much of the facts. This means that one of the things I am interested in is showing the student what difference it makes to him, the amount of time he studies; or what difference it makes to him on the basis of what test scores he has. What difference does it make in respect to what sort of living arrangements we have for him? What is the significance of two in a room? What is the significance of three in a room? What are the problems that tend to take the student away from the things which are relatively significant from the standpoint of his success? These are the things that I am interested in.

To give you another example of the kind of research that can be fairly easily done, and did not involve us in a great deal of extra work, is the matter of what difference does it make if a student comes, for instance, for our pre-college program? What difference in the adjustment of the student does this make? Well, as you know, there are a lot of difficulties in trying to compare the students who are eager and do all the things you suggest and those students who are late in applying, late in coming to pre-college, late in making decisions about all sorts of things; that there are difficulties about this sort of matching problem as a matter of experimental design. But one can look at some things such as: What about those who came to pre-college in terms of the number of change orders they have? This is one of the things that people are concerned with in the academic field. How well do these people get started? We can simply make a tabulation of the change order distribution by weeks, by quantity, and compare the people who were here for our pre-college work as compared with those who were not in pre-college. This does not take a great deal of work.

We found that there were more than twice as many change orders for people who were not at pre-college as for those who were at pre-college. That is, after they got into the school work they found that they were in some way misplaced, or in some way had gotten into trouble; and if we are to keep individuals out of trouble we need to have them see these things well first.

So I am interested in developing information, research information; especially that research information that can be fed back to the student where we can present the facts to the student, because I think at this point in the student's life he needs to make decisions for himself, so that we are interested in developing that kind of information.

I think as Deans of Men, as deans of various types, we have the responsibility of representing the world rather concretely and realistically to the student, and I think this is one of the areas where we need the development of research data, and this you have in big quantity. I do not think it requires elaborate hypothesis. I do not think you need to subscribe to one kind of group approach or to one kind of individual approach. A good bit of information is there if we will attend to it and take the proper steps at the proper time.

I believe there is a great opportunity for examining this information and then seeing what difference does it make if we feed this information back to the students in some form in which they can see its concreteness. I am sure that this information presented in the students hands without the degree of directiveness, or seeming directiveness, of our advice and our suggestions to students might lead to greater change as far as the students are concerned, but this again is a matter that we need to research. (Applause)

CHAIRMAN SMITH: I think most of us know that we are going to get a lot out of this meeting this morning, and we might as well get it at this point. We have an academic dean on the panel, and everybody knows that the month of April makes academic deans good counter punchers. They say nothing until they know what the question is going to be. So I think probably our job now is to take what has been said, as Parker said, ask some significant questions which will get us the truth. So I think I will open this up for questions. I do not think anyone ought to be inhibited in any way, and we should start putting each other on the spot for the remainder of this meeting.

Are there any questions? We will take the non-directive approach. We will have a moment of silence until some messed up person wants to fill it. (Laughter)

DIRECTOR G. R. SCHWARTZ (Mankato State College):  
There seems to be an attitude that the historical position of

the personnel dean has changed from the right arm of the president to something else, and if I follow some of the discussion, both in this session and some of the previous ones at this conference, it apparently is -- trying to put it into words -- that he is becoming or should be at this time a person who is going to help the academician do a better job in the classroom. I would like to have the reactions from one or several of the panel as to the possibility of a faculty group, either a faculty association or a faculty council, or a faculty committee, setting up a job definition for a Dean of Students or a Dean of Men. What would be their reaction? Is that what we are after?

CHAIRMAN SMITH: Who wants to answer that question? Parker? He is the only one I really know well enough to demand it. (Laughter)

DR. LICHTENSTEIN: I am not sure that I am going to be speaking to the question directly. I do have a strong feeling that Deans of Students have to be very careful to see that they are not swamped with all kinds of trivial detail that can be heaped on them. Jobs have a way of just growing and growing and growing, and I think administration generally, throughout our culture, is becoming more and more important, and more and more people are spending more and more time with it.

But here, I think the student personnel dean himself has to take a stand and say, "This is what I see as my job, and this is the way I am going to do it; and if I don't get the time to get this, that or the other done, it won't be done, because really it is not as important as some other things."

But most importantly, in relation to the discussion this morning, I think of the office of student personnel not so much as a place where data are gathered, as a place where a person works at his job and keeps thinking about what he sees, and comes up with an idea that he can subject to some kind of a test. Perhaps not a very good test. But rather than spending his time doing correlational studies because he thinks it is good to do them, he is simply on his toes intellectually.

CHAIRMAN SMITH: Dr. Sletto or Dean Paulson, would you like to give an answer? I think what Gary is asking is what about setting up a faculty committee which would re-define our roles? The question implies, would this not only give it strength, but wouldn't it also let them know what the role is, I suppose?

DR. PAULSON: In this kind of definition, I think we are outnumbered. That is, faculty are in the ratio of how many to each administrative person? 100 to 1? I am not sure. In my case we have 300 faculty counselors, and we have

to make some assumptions about these faculty people, for instance, as counselors; and I think we have probably to make some assumptions about what they expect of us, and how they expect us to behave, and what sorts of relationships we will establish with them. I am sure that the faculty opinion counts for quite a little bit because of the fact that we are outnumbered on this. If we do not mesh to some extent with faculty opinion we are going to be in difficulty. This is one of the reasons why I think we always must grant the institutional purpose. Maybe we ought to say each day as we start our work that the purpose of the university, the purpose of a college is this particular thing. It is a little bit like the man who has a manufacturing plant, and he might remind himself, even if he is the personnel director, that the purpose of this plant today is production. This is the purpose of the plant. I think this is just that simple.

I think that we need to relate the things that we do to the central purpose of the university, and everything that we do that tends to take students away from the main business of the university we are going to get some factual criticism for, and this is a matter somewhat like management. But I think it is a matter for the student so he can make the right choice.

The universities today have a real smorgasbord of opportunity. As a matter of fact, a student made this point in stating what wonderful places universities are today because there are so many wonderful things you can do. But I am sure if you choose too many of these things you will be unsuccessful.

One of the hazards of the freshman class is being the president of the freshman class. We lost three out of four of the presidents of the freshman class in the last year. We lost one at the end of the first semester. This is to represent realistically what participation in some ways may mean from the standpoint of the general business of the university. I think we have to reflect the faculty opinion about what the main business is, and relate ourselves to this, and to some extent research this matter of what are the things that are relevant to the business of the scholarly and the intellectual development of students.

CHAIRMAN SMITH: One thing I might worry about: If the faculty committee was set up to define my job, Gary, they might have all members of that committee who were the type of faculty members who come into my office and say, "I had better not say too much. You can read my mind." (Laughter) I will say this, that no matter what we do or how much we do to redefine our job so that we can do the kinds of things that these people have been asking us and requesting that we do, we had better sell it to the faculty. In a sense, we perhaps should get away from selling to the faculty how important we are and get down to the grass roots of simply telling them and

showing them what we think we should do. I have had many experiences, as most of us have, I think, where we have talked to faculty members who have expressed tremendous awe and surprise that we have anything at all to do with academic counseling. They always thought we were the ones that the head librarian called when the statue was stolen from the library the night before, and spent all day trying to find that damn statue. (Laughter) And then spending all day having some ideas as to what we would like to do with it if we found it. (Laughter)

Do you have any reactions to this question, Dr. Sletto?

DR. SLETTTO: The only reaction I have is that you had better pick that faculty pretty carefully. (Laughter) What I said about Deans of Men also goes for faculty, in a large part, that they need to stop thinking in terms of 1930 and start thinking in terms of 1960. I think the trouble with both deans and faculty people is that we become too institutionalized, too routinized. We are doing too much in terms of what people expect us to do rather than providing leadership in defining what it is that we ought to be doing.

I am most concerned that we have a changed group of students, and we have a changed society, and we have not geared up to it. The changing needs of students, I think, need research. That is, I am really serious about this business of believing that students do not know what it means to be an educated man; that too much they are defining it in terms of vocations, in terms of earning, in terms of skills that they have lost sight of the place of the educated man in society, and that your aim is apparently one of getting them to see again that the educated man is not a man who has skills and a sack full of facts; that an educated man is something other than that.

I looked at our alumni journal, and I see a man has a B.Sc. and B.Ag. in '52, or a D.D.S., or whatever it was they gave him in '47, and these people act like they were illiterates. I do not mean their English is bad. I mean they seem to be more given to full prejudices than the hill people were in ancient times. They do not seem to be living in a world of ideas, but they are living in a world of prejudices which have somehow not been shattered by being in college. When you work with fraternities you ought to assert that "fraternity" was something they fought the French Revolution for. This is one of the three things they fought the French Revolution for: Liberty, equality, and fraternity. Democracy is not a form of government but a way of life, and its survival depends on what kind of educated people we turn out of this place. Unless students begin to see the role of the educated man in society, and not in terms of somebody who practices a profession and makes a lot of money at it, then I say we might as well turn our chips in right away.

CHAIRMAN SMITH: One thing that has been implicit in a lot that has been said today is that the reason we do not do research really is not that we are too busy to do research; it is that we do not honestly feel that we need it. One remark, for instance, that was made is that people in general, and administrators in particular, tend to do those things which they feel they should do and want to do, no matter what the busyness of their life may be. They find time to do those things which are necessary to their effectiveness and their happiness, which might lead us to conclude that the old rationalization I use around my college, that I don't have enough time, is a rationalization, and the real answer may be that I do not honestly want the evaluation and the insight which research would give me.

VICE PRESIDENT FLOYD L. STANTON, S.J. (Marquette University): We have spoken about the changing role of the student, and somewhat the changing role of the Dean of Men. I wonder whether or not there is a changing role in the faculty in recent years too. I wonder whether or not faculty are becoming more devoted to research, to publications, and perhaps with less attention to the student relationship on the campus. I wonder whether the panel would care to comment on that in relationship to our discussions this morning?

DR. PARKER LICHTENSTEIN: My impression is that the faculty are becoming less a dominant influence on the campus than they were in the past. I think as recently as 30 or 40 years ago the faculty was the dominant influence. The president was doing a job very comparable to that which is now done by an academic dean or a Dean of Men, particularly in the small institution. I believe it is true that students do not have the respect for faculty members, by and large, that they used to have; and I think there are good reasons for it. In the first place, the man who was a good lecturer could hold an audience years ago in a way that he cannot today after the attentive faculties have been deadened with the constant TV and entertainers of all kinds. The professor does not compete well, and this has tended to lower his status and prestige.

I think that on the other hand the administration has grown, it has risen in the estimation of students, and what the administration says, and what the administration does and really believes is important, I believe, in determining student attitudes.

CHAIRMAN SMITH: Again I think many of us will agree that, to put the question and Dean Lichtenstein's answer together, the faculty seems more and more happy these days to delegate to us those things at times which they say are the real psychic benefits of their profession. We have a tremendously growing number of faculty who say, "You give me a reduction in hours of teaching and I will do some counseling, because we have a Dean of Students, and a clinician, and an



Assistant Dean of Students, and all sorts of people to counsel, and I am here to teach," as though these could be separated.

The question was, again, is there an increasing tendency among the faculty not to relate themselves in a personnel way to students, which places upon us an increasing burden? Is that a fair restatement of your question? Dean Paulson, Dr. Sletto, would you like to defend? We will have a duet. (Laughter)

DR. SLETTTO: I do not know if I want to defend the faculty on that count. I think when I look back over 20 or 30 years in academic life, I note this kind of thing: That the administrator of a department, such as I have, is in much the same position of the Dean of Men. He does not have much time to reflect. He does not have much time to ask, "What are the main jobs that we ought to be doing, and how can we do them best?" He has to make time for this, and do it in a way driving back and forth from work, and if he ever gets a week off, and if he gets up at night and worries whether he is measuring up to his job.

The typical faculty man has more administrative work than the chairman did a few years ago. Maybe what we ought to have is something like "Simmer Down Week," "Call Off That Meeting Week," "Let's Do Some Thinking Month," or something of that sort. (Laughter)

DR. PAULSON: I can state from our experience, from Ohio State University at this point, and that is that we like to involve our faculty more and more on this sort of thing because we feel they have a great contribution to make, and we ought to build up the faculty more on this matter. We should take the opportunity to have them represent themselves better to students. I am not sure that most of the faculty will do a good job. We always have criticism about the faculty and counseling. I am sure we have some bad counseling in terms of results, in terms of effectiveness, in terms of time given, and so on. On the other hand, I think this is one of the assumptions we have to make, that a faculty member is a person who is trained and also is capable of talking with students. I think if we make the other assumption we make ourselves real trouble. We have to grant some things to faculty members that maybe we have been interested in not granting to them. This is a great self-service world these days. I think the students are going to have to negotiate their way through the world, and that we ought to be able to direct them to places where they will be able to make better choices. The faculty is one of those resources, I think, that we should not tend to minimize. The faculty are the group of people who do have important information for students. They have important information for students from the standpoint of occupational choice, from the standpoint of the educational demands made on students for various kinds of

objectives and so on. They have an affect on students that is very important for the total job. So I am not sure that we ought to minimize this role of the faculty in this way. I think we ought to probably build the faculty up in that respect, and I am sure that if we want to look for evidence we can get cases where the faculty do a very poor job in this, and we can get cases where the faculty does a very outstanding job. Again, I think this is one of those things we probably ought to do some researching about to see how much change there is.

This reminds me of one thing that I think maybe some of you might be interested in. What do you think we have had in the way of a change in the student body these days? Take Ohio University. We have gone from a class of 902 in 1951 to a class of 2,705 in 1959-60; three times as many freshmen students in a period of nine years. What about the quality of the student body in that period of time? What is the expanding enrollment's affect? What does that mean from the standpoint of the quality of the student body? That is a thing we have researched not only at Ohio University, but at the other state schools in Ohio. Not only is the 1959-60 class the largest class we have ever had, but in terms of ability this is the best class we have ever had. With expanding enrollments, our test performances and other performances have increased. I am not saying that our point hour ratios have increased. The faculty have been a little less willing to grade up. But in terms of ability levels the largest classes have been the best classes, and this is true not only at Ohio University, but at other institutions with expanding enrollments. Increasing in size does not necessarily mean decreasing in quality. We still have plenty of place to recruit good students, so we do not necessarily have to be taking horror students.

I think we have a bad parallel here. I am thinking of the thing we saw in the increase from the number of students going to high school, where to go from 30% to 80, or 90, or 95% we have necessarily changed the kind of academic qualification we have had in that student body. But in the university level, the college level, this is not necessarily so.

CHAIRMAN SMITH: There are times when faculty refer counseling very readily to the Dean of Students. There are times when I wish they wouldn't do that little two minutes of counseling they sometimes do before they refer them. Or they make a choice: Either they are going to do the counseling or the Dean of Students will do it. It is not fair to mess the guy up and then send him over for help. (Laughter)

We had one experience I can remember where a faculty member wanted to delegate to the Dean of Students, and he felt that this was very proper. He wanted to keep the Dean of Students very busy, and also felt that a little shine on the seat of his pants wouldn't hurt his dress at all. So

what he used to do, it seemed, was that he would take a student who was having no problem, tell him that he was suffering from cross dominance, and then send him over for help. (Laughter) Then when I tried to find out what cross dominance was he wouldn't tell me, (Laughter) which was very helpful. (Laughter)

DEAN DONALD M. DuSHANE: When I was listening to our sociologist yesterday, I was trying to figure out what he would say if we could ask him to comment about beatniks, and was playing around with a definition of a beatnik as a white rat with a beard, who knew he was sinking, or about to, and wanted to blame it on non-conformity instead of his being a white rat with a feeling of inadequacy. (Laughter) I wonder if you, or Professor Sletto, would give us a sociologists explanation of this current phenomenon.

CHAIRMAN SMITH: I will defer to Dr. Sletto because as a psychologist I do not recognize beatnik behavior as relevant data. (Laughter)

DR. SLETTTO: Well now, I think the beatnik ought to be taken a little more seriously than most of us do. As we see this fellow with his Levi's and his beard, we say, "What are you going to do with that creature?" I think maybe the best thing to do is get acquainted with him. That is, these beatniks are some of the best students we have on the campus in terms of seriousness of purpose, in terms of asking of questions, in terms of trying to find answers, and the effort to find an answer and the asking of questions, I think, is a pretty useful function in our society.

Now you look at it another way. One of the things that concerns sociologists currently is the seeming alienation of people from society; their disposition to live more and more in private worlds; their sense of powerlessness; their saying, "We cannot control things. There is somebody who can maybe, but we can't. What happens to us nobody seems to be able to predict or control." As we watch the international conference going on now, we say that these people are deciding perhaps our collective fate. We cannot do much about it. As a society we, as a large part, have seemed to have lost our confidence in our ability to control our collective destinies, and more and more people are saying, "Society -- let's live outside of it. We cannot do much about it. Things are happening that we cannot control."

I think we have to reassert that individuals can do something, or at least they can ask questions and face the issues, and it is a lot better to do that perhaps than to act as if these things were not happening, which seems to be a malady that has no name but that perhaps is more dangerous in the long run to not ask questions than to ask them. I would say that the beatnik is a symptom of a social malady, a sense of powerlessness in our society, and increased disposition to try to live outside of it.

CHAIRMAN SMITH: In view of the beatnik movement someone ought to write a book called "The Search for Lethargy," I think. (Laughter) One thing we have found, we call them "jerkniks." We try to keep our students different from other people's students. I will say this: An observation that has been made by behavioral scientists in our situation is that very few beatniks are beatniks. Most of them, as Don implied, are people who see this pattern, and in their search for a rationalization for the fact that they simply have never been reinforced for working adopt this. It is the easiest thing in the world to adopt. All you have to do is not shave. Never in the history of higher education has it been easier to become a subject for loving concern. You just have to put your razor aside. I think it is also fair to say that we have badly reinforced the beatniks by giving them so much attention. We have become concerned about them. They detest being ignored. They just detest this.

We are going to start a new movement on our campus, I guess, which is to call them by their first name, and not to counsel them. In other words, not to give them an opportunity to counsel us.

DEAN SHELTON L. BEATTY (Pomona College): Mr. Chairman, I would like to ask the panel if they would please spend a few minutes on discussing ways and means by which personnel officers and faculty could establish a common ground. What common grounds are there -- and not in terms of personnel work. Let it be personnel work if you want to, but what is the common ground that could be established between faculty members and personnel officers? I refuse to believe we belong in separate departments.

CHAIRMAN SMITH: Our behavioral scientists have suddenly shrunk. "What is the common ground," is the question, "that faculty and personnel administrators share?" The true common ground.

DR. LICHTENSTEIN: I think when the faculty member and the student personnel worker each attempt to do their job conscientiously they arrive at the common ground. I think that the faculty member today, in many cases is led through his graduate training, his general orientation, to the conviction that he should not spend too much time with student personnel matters, that they belong in the student personnel office. He believes that his research is all important, and his list of publications is going to determine his advancement and his status in the field. So he looks upon counseling as an interfering factor. At least, this has been my experience in trying to get faculty members to take their counseling responsibilities seriously.

I think in order to arrive at the common ground, what perhaps might provide a start would be conferences with faculty and student personnel workers, where the faculty

would talk about their interests, their research interests as they might be of value to the student personnel worker; and the student personnel worker talks about his interests in students, and they arrive at this commonality.

I think that many faculty members, if they are given an opportunity and given some encouragement and a pat on the back for doing a good job in a personnel sense, respond very well. But the orientation, I am afraid, from the graduate school, is likely to get them off on the wrong foot.

CHAIRMAN SMITH: I am afraid we are going to have to bring this to a close so that we can all store up energy for the business session.

I appreciate very much your help, gentlemen. Commission V will move onward. (Applause)

... The Third General Session recessed at ten-forty-five o'clock ...

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## FINAL BUSINESS SESSION

Saturday, April 9, 1960

The Final Business Session convened at eleven o'clock, President Winbigler presiding.

PRESIDENT WINBIGLER: Will the meeting please come to order. In addition to the items of some significance which the Executive Committee reported to you yesterday, there are some items which perhaps call for a lesser report but I would like at least to call your attention to them.

The Executive Committee has considered, among other things, (1) a little problem involving listing of members, which has to do with multiple campuses and multiple delegates. It reaffirmed the policy that there should be separate membership for separate campuses, which are in effect degree granting institutions, but where there is a campus which represents really an extension of another campus, and not a degree granting institution, the single membership is in order. As you know, we have institutional membership, and the institutional representative is designated by the institution, preferably, the institutional representative is the chief student personnel administrator.

The Executive Committee has established the policy however that the institutional representative may designate one or two additional delegates or representatives whose names shall appear on our mailing list. This has been done in the past on a limited basis. It is generally announced as available to all. The additional delegates on the mailing list would receive the ordinary communications from the office of the Secretary-Treasurer. As far as the proceedings are concerned, there is an extra fee for any extra copies of that.

The Executive Committee also authorized our new historian to proceed with plans already in progress for the preparation of an 8 to 10 page pamphlet describing the history of NASPA, such a pamphlet as might be useful for interpreting the institution to presidents, prospective members, organizations, etc.

The Executive Committee also took action to recommend to the next Executive Committee that a membership committee be established to undertake selective invitation of major institutions to become members of NASPA. This heralds no membership campaign of any consequence, but recognizes that there are major institutions not now members of NASPA and whose membership would be advantageous to us and to the profession.

The Executive Committee recommends that as a

regular procedure a press representative be appointed at each conference.

It also took action to recommend to the next Executive Committee the appointment of a special committee to study the possibility, advisability and means of establishing a consulting service under NASPA sponsorship. This is an exploratory recommendation, recognizing that such consulting services do go on, recognizing also that there are also some ethical as well as administrative problems involved. We do not want to toss to Commission II too many things at once, but we realize that with the danger of payola, this is something we should face up to in advance.

We also authorized an expenditure by Commission IV for the preparation and distribution of the Rackham evaluation.

These are all items which I think call for no action, unless there is something spontaneous from the floor.

This morning we have a number of committee and commission reports. It is unfortunate perhaps that we are not in all cases able to distribute the materials in advance but because many of the committees and commissions must use these sessions for their deliberations, it is not possible to distribute all these materials in advance.

The first report will be by Jack Clevenger, Washington State University, Chairman of Commission I.

DEAN CLEVENGER (Chairman, Commission I): Thank you, Don.

Report of Commission I  
Professional Relationships

Last June at Harvard Commission I reported to this association on the role that NASPA had taken in establishing the Inter-Association Coordinating Committee composed of representatives of NASPA, ACPA, NAWDC, and AACRAO. The report listed seven proposals that were to be placed before the executive committees of each of these four organizations in an attempt to develop appropriate structure and procedure for the coordinating committee. These proposals were approved by the executive committee on June 26, 1959.

The executive committee at this time also gave approval to a Commission I proposal to recommend that the Inter-Association Coordinating Committee consider the advisability of establishing a sub-committee to study the evaluative procedures of regional accrediting agencies with particular reference to student services.

NASPA approval of these recommendations will be reported to the Inter-Association Coordinating Committee when it meets in Philadelphia this coming Monday, April 11.

In addition, Dean O. D. Roberts, Chairman of Commission III, will discuss with the Inter-Association Coordinating Committee the possibility of the three other associations joining with Commission III in the preparation of a brochure to be entitled "Student Personnel Work as a Career."

Representing NASPA at the Inter-Association Coordinating Committee meetings next week will be President Winbigler, Past President Turner, President Elect Guthrie, and Commission I Chairman Clevenger.

During these past nine months Commission I has studied a number of problems involved in association relationships and wishes to present the following recommendations to the executive committee of NASPA.

1. That Commission I study the problem of faculty status for student personnel professional staff in attempt to determine whether or not, in the opinion of the commission, there is a role that NASPA should consider assuming in this problem which is present at a number of our member institutions. One preliminary discussion of this matter by the commission indicated considerable uncertainty as to the advisability of NASPA involving itself officially in this problem which must be solved individually by institutions.

2. That NASPA recommend to the Inter-Association Coordinating Committee that it continue with its present representation from the four associations for at least one more year before attempting to expand membership to include other associations from the student personnel field. Your commission recognizes that there are some fourteen associations concerned with various aspects of college student personnel work and that eventually it might be advantageous to have more of these groups represented in the Coordinating Committee. A recommendation had been presented to the commission that certain other professional associations be invited to participate in the Inter-Association Coordinating Committee. However, your commission feels that further expansion of Inter-Association Coordinating Committee should be delayed until it can be demonstrated that the group is making satisfactory progress on established goals.

3. That the executive committee, with the cooperation of the Continuing Committees involved, consider the possibility of changing the function and title of the Committee on Cooperation with USNSA so that, in addition, to the USNSA, the committee may give consideration to relationships with other national and regional student associations. There are several student associations such as NISA, The Southern Universities Student Government Associations, AWS, etc. that work cooperatively with student personnel administration and their staffs. Our commission feels that groups such as these could be included in the cooperative relationship of our association.



4. That further study by Commission I on the problem of relationships with Academic Deans and Administrative Officers (Business Managers, Bursars, etc.) be delayed until a report is presented by the present sub-committee of the Inter-Association Coordinating Committee which is studying this specific problem. Dean Fred Weaver is representing NASPA on this sub-committee.

5. That the executive committee give consideration to establishing a sub-committee of the executive committee to cooperate with organizations representing general educational administration such as the NEA, and with those associations concerned with the general administration of higher education (American Association of Land Grant Colleges and State Universities, Association of American Universities, etc.) Your Commission gave consideration to recommending the establishment of an additional NASPA continuing committee to work with these groups. However, the Commission felt relationship with these groups quite often involved official stands on policies of the association which properly would have to be referred to the officers of the association for consideration. Thus, our feeling is that the executive committee of NASPA is the appropriate place for furthering relationships with these associations which have much to do with development of educational policies on a national level.

Respectfully submitted by the members of Commission I. The members of our Commission are listed in your official conference program. President Don, I move acceptance of this report.

... The motion was duly seconded ...

PRESIDENT WINBIGLER: Seconded by Don Anderson. You have heard the report and the motion. Are there any questions you would like to put to Don, or is there discussion? Ready for the question? [Question called] The question has been called. All in favor of approving the report say, "aye." Opposed, "no." The motion is carried without dissent.

We had a report from Commission II yesterday. Now for Commission III, on "Development and Training of Student Personnel Administrators," the Chairman O. D. Roberts from Purdue.

DEAN O. D. ROBERTS (Chairman, Commission III): Thank you, Don. The membership of Commission III is listed in your program, so in the interest of time I will not attempt to introduce all of the members here. These men have worked extremely hard during the year and also here at the conference, as our meeting last night will testify.

In our report at the Boston meeting, the Commission

indicated that it hoped to complete several of its projects during the ensuing year and to be able to present this material to you here at Ohio State. The Harvard case study list is now available. We have secured the release of the materials which were used in the NASPA seminars, and there is mimeographed material at the registration desk which will indicate some description of the cases as well as instructions as how to order them.

Carl Knox also informs me that we still have a few of our NASPA case study books available, and they can be secured directly from Carl.

The sub-committee headed by Ken Collier, Ball State, has completed the work on the bibliography and the Dean's Bookshelf, and those materials are also available at the registration desk now.

Dean Bill Brown of IIT, and Dean Jim Allen of Texas, have worked many long hours on the material for the brochure "Student Personnel Work as a Career." The rough draft of this material was sent to some sixty of you deans and fifty-three replied with extremely helpful comments and criticisms. Several open meetings of the Commission at this meeting have produced much helpful comment and considerable criticism. We met last evening until 11:30 and Bill and Jim despaired as to whether we even had copy after that meeting.

Further revision of this material will result from all of this. The executive committee has directed the Commission to proceed with this effort and to present material to it as soon as possible. Dean Clevenger has mentioned we are going to discuss the possibility of a joint effort with the other Associations, but as I understand the directive from the executive committee, we are to proceed at least with the leadership, and if cooperation and help is not forthcoming, NASPA will proceed on its own.

Much of the work which has been done on identifying the characteristics and qualifications of the personnel worker is now being incorporated in the brochure material.

One other area on which we spent some time this year, that of visual aids in the personnel field, temporarily at least has run into a blank wall. We became somewhat discouraged in this area, and our sub-committee working on that has made a negative recommendation at the present time.

The Commission intends to continue its work on all the projects not now completed, and in addition is turning its attention to several other areas. The first of these is a graduate training program, and the several related areas from which the majority of our personnel workers come. The programs of higher education and other programs which play a major role in the training of student

personnel administrators. We also feel that the Commission could profitably devote attention to the problem of in-service training programs and perhaps formulate suggested programs.

Another area to be studied is that of the internship and practicum programs. Other topics will come under consideration from time to time and Commission III will continue its efforts. It welcomes the advice and suggestions of any member of the Association.

Respectfully submitted, Commission III. Mr. President, I move the acceptance of this report.

DEAN ALLEN: Second the motion.

PRESIDENT WINBIGLER: You have heard the motion to accept the report of Commission III. Are there questions or suggestions? Ready for the question? [Question called] All in favor say, "aye." Opposed, "no." Carried.

We had the report of Commission IV on Program and Practices Evaluation yesterday. Next is Commission V on Relationships with the Behavioral Sciences, the Chairman Dean Mark Smith of Denison University. Mark.

DEAN MARK W. SMITH (Chairman, Commission V): Copies of the core of the report I will give are being distributed. This is the way to seem to have done some work. (Laughter) I will read this report, the short part of it, and make some comments, and then we will conclude.

During the past two years, Commission V has devoted increasing time to the collection of information and the planning of action relevant to the strengthening of relationships between student personnel administration and research and teaching activities in the behavioral sciences.

At the Harvard meetings last summer, then Chairman Nygreen presented to the Association a statement of principles concerning relationships with research in the behavioral sciences. What seemed to be a relatively passive reaction to the statement provided the stimulus for a more aggressive stand by the Commission with regard to taking steps intended to make student personnel administrators more aware of the strong need for closer relationships with the behavioral sciences and for contributions to behavioral science research and to change attitudes standing in the way of such closer relationships.

In October of this year, Dean Nygreen published some tentative results of a questionnaire study authorized by action of the 40th Anniversary Conference and intended to provide information concerning the backgrounds and activities of NASPA Institutional Representatives relevant to relationships with the behavioral sciences. These tentative

results added to the Commission's concern over the seeming indifference of many student personnel administrators toward the kinds of relationships for which the Commission is trying to work. They seemed to confirm the fact that many student personnel administrators do not perceive or work for any very close relationships between their work and the work of the behavioral scientist. The final results of this study will be reported to the Association as soon as possible.

Since October, the Commission has decided to pursue several approaches to its objectives and to its problems. The first decision was to take responsibility for one of the general sessions of the Columbus meetings in an attempt to present to the Association a program which will clarify and emphasize the need for closer relationships with the behavioral sciences.

Other decisions of the Commission have been: a) to ask the faculty members mentioned by NASPA representatives in the previous questionnaire as being the most interested in and insightful concerning student personnel administration for an expression of attitudes and opinions concerning various aspects of closer relationships and concerning the general effectiveness of student personnel administration in the various areas with which it is concerned; b) to attempt to develop seminar programs, to be carried on in various locations around the country, which would bring student personnel administrators and full-time behavioral scientists together to consider ways of developing the kinds of relationships in which the Commission is interested; c) to attempt to make use of the Commission itself as a clearing house for information relevant to such closer relationships in terms of the collection from various sources of information concerning problems and hypotheses needing study and the dissemination of such information to the members of NASPA, to research agencies, to graduate programs, etc.

A variety of other approaches have been suggested by members of the Commission and will be discussed at the Columbus meetings, and have been discussed. The great hope of the Commission, of course, is that we will be able during the coming year to work along these and other avenues in an aggressive and sincere attempt to bring to the NASPA membership the many benefits which closer relationships with the behavioral sciences would engender.

The comments I would make are these: In our meetings here in the last two days, Commission V has noticed something which I think is very noticeable in this meeting today, and that is that these Commissions seem in many ways to be working along more and more similar lines. The inter-relationships among Commissions are becoming more apparent. For instance, on the basis of our work Commission V may well have some recommendations to make to Commission I, in terms of representation from academic societies, by members of NASPA. We certainly have some recommendations, as tentative as they

may be, to make to Commission III. To Commission II, for instance, it may well be that in the terms of training of student personnel administrators, Commission V may have some attitudes concerning what is inappropriate training approach in terms of closer relationships with the behavioral sciences and teaching by the student personnel administrators.

I think I should say only one final thing, and that is that in that Commission V which has been Chaired now for two years by relatively verbal people who are masters at overstating their case -- at least this is true of me, I think -- we do not want the membership to feel that Commission V is attempting to do something which would change NASPA or about which most of the NASPA membership is relatively naive. This is not at all the case. What we are trying to do is simply, not in a fast but in a slow, sincere way, make this Commission a central Commission, not a peripheral one.

I request that this report be accepted.

DEAN TRIPP: Second the motion.

PRESIDENT WINBIGLER: Are there any comments? Ready for the question? [The question was called] All in favor say, "aye." Opposed, "no." It is carried.

We now come to the report from Commission VI, and at this point I should recognize that the man appointed as Chairman of Commission VI found it necessary to withdraw, and that Clark Davis, under difficult circumstances, assumed the acting chairmanship, at a late hour, and that he has carried on very active sessions of the Commission here at this Conference. We are indebted to him for the leadership which he has given to the Commission. Clark Davis.

DEAN I. CLARK DAVIS (Acting Chairman, Commission VI): Thank you, Don. The Commission has held the two open meetings during this conference, and it wishes to advise the Association that during the year it intends to explore the experiences and views of member institutions on several aspects of student aid programs, with a view to making policy recommendations to the Association through the Executive Committee at its next annual meeting. Specifically, the Commission intends to explore the following topics:

1. Whether or not there needs to be a continuation of the National Defense Education Act (loan program), after 1962, and what changes in legislation would be indicated.
2. Whether or not there exists a need, and will exist a need after 1962 for a federal scholarship program.
3. Whether or not there exists a need for a federal student work program, either now or after 1962.

I might add parenthetically that it is the opinion of the persons who attended these meetings that between now and 1962 attitudes would have to be made known, and statements put forth, prior to the developing of legislation by the Congress which would be in effect activated in 1962.

4. A determination of principles should apply to federal aid programs. That is, such important characteristics of federal programs as to whether or not the important specifications in making awards to individual students are incorporated within the law, or allowed to the discretion of the colleges or universities.

5. A survey be made of the state banking association and private banks, private loan programs for college students, the enabling legislation for such, the details of operation including the eligibility of students, and the experience to date.

6. A statement of policy be prepared on the purposes of establishment of a coordinated student financial assistance program, and that such a report, statement, be submitted after approval to the presidents of member institutions.

It is the thinking in this regard that universities and colleges must be prepared to receive these funds and that it will be impossible in the sixties for Deans of Men or Deans of Students to operate several million dollars programs out of their hip pocket, or doing it after midnight, as one of their extra-curricular duties.

Mr. President, I move the acceptance of this report. Then we have two statements.

PRESIDENT WINBIGLER: You have heard the motion. Is there a second?

DEAN BURGER (Colorado School of Mines): Seconded.

PRESIDENT WINBIGLER: Question? All in favor say, "aye." Opposed, "no." The report is accepted.

DEAN DAVIS: There are two resolutions which the Commission and the persons attending the open meetings have recommended. One:

BE IT RESOLVED: That the National Association of Student Personnel Administrators recognizing the important need that has been ameliorated by the National Defense Education Act (student loan) program commends the Congress of the United States for its foresight in establishing and funding this program.

BE IT FURTHER RESOLVED: That the National Association of Student Personnel Administrators expresses its

appreciation to and admiration for the Office of Education and its staff for recognizing that decisions about the qualifications of students be left to the discretion of the universities and colleges concerned.

I move the adoption of these resolutions.

DEAN BLACKBURN: Second the motion.

PRESIDENT WINBIGLER: Would you prefer to act on these resolutions separately or together? The motion is to act on them together. Do you wish to raise any question about them? Ready for the question? [The question was called] All in favor say, "aye." Opposed, "no." The motion is carried.

Does that conclude your report, Clark?

DEAN DAVIS: This concludes my report. Thank you.

PRESIDENT WINBIGLER: Commission VII on Religious Activities, chaired by Vice President Vic Yanitelli of Fordham University.

VICE PRESIDENT VICTOR R. YANITELLI (Chairman, Commission VII): The members of the Commission hashed out really and seriously the question of whether such a Commission had a place and a role in NASPA, and if so, then what should be done about it. We came to the following conclusions, which I submit to you:

1. That the role of religion is a vitally important one to the total education of the individual student.
2. That because of the pluralistic structure of both the university community and of our democratic society, the student personnel administrator is obligated to foster those areas of spiritual growth and development of character which are the result of religious commitment.
3. That the governing body of NASPA instruct the members of Commission VII to bring before the NASPA membership the information, awareness of new developments, and trends that are taking place within this area.
4. That to this end a working relationship with ACURA (the Association for the Coordination of University Religious Affairs) be established and maintained by Commission VII.
5. That it would be valuable to Commission VII to have a member of ACURA, who is also a member of NASPA, regularly assigned to serve on the Commission, and that a cooperating panel of NASPA and ACURA be set up for the 1961 meeting in Colorado Springs.

I respectfully submit these recommendations for your acceptance.

DEAN WILLIAMSON (University of Houston): I second the motion.

PRESIDENT WINBIGLER: Is there discussion? All in favor say, "aye." Opposed, "no." The motion is carried.

I believe this completes our Commission reports. To the best of my knowledge, we have just one continuing committee wishing to report this morning, Jack Matthews, the Chairman of the Committee on Cooperation with ACUHO, which is the Association of College and University Housing Officers. Jack.

DEAN JACK MATTHEWS (Chairman, Committee on Cooperation with ACUHO): Mr. Chairman, it is the recommendation of the Committee on Cooperation with ACUHO that the President of NASPA communicate with the President of the Association of College and University Housing Officers to determine to what extent the two organizations can work cooperatively in planning an overall program to study problems of mutual interest and concern regarding the training of residence personnel.

It is also recommended that a part of the NASPA conference program for April, 1961, be planned involving representatives from NASPA and ACUHO, dealing with the specific problem of training of residence personnel.

Parenthetically, it is the hope of the Committee that the Association of College and University Housing Officers would also plan a similar program or session for its meeting during the summer of 1961.

It is further recommended that the National Association of Student Personnel Administrators and the Association of College and University Housing Officers study the possibility of cooperatively sponsoring regional workshops or institutes dealing with the problem of the training of residence personnel.

Since all the committee members were not present, I will give the names of the committee members who met on two different occasions for this recommendation: Joseph Boyd, Northwestern University; Robb G. Gardiner, University of New Hampshire; Calvin S. Sifferd, University of Illinois; Ronald E. Barnes, University of Colorado, representing Dean Kiendl, a member of the Committee; and Donald R. Moore, Emory University, representing Scott Houston, who is the Chairman of the Association of College and University Housing Officers Committee on Training Residence Personnel. And Jack Matthews, Chairman.

I move that the report be accepted.



... The motion was duly seconded ...

PRESIDENT WINBIGLER: You have heard the motion. Any discussion? All in favor say, "aye." Opposed, "no." The report is accepted.

Are there any other standing committees who have reports and who have not yet made it known? No other continuing committee reports?

... After the Conference Chairman Noble B. Hendrix submitted the following report for the Committee on Cooperation with A.I.A.:

Report of the Committee on Cooperation  
with the  
American Institute of Architects, 1959-60

The Committee has been in correspondence for two years with the American Institute of Architects. Earnest efforts have been made to discover whether newer developments in college housing could be brought to the attention of the membership of NASPA through a cooperative effort with AIA. There has been no fruition of these efforts to date. All letters to AIA were referred to Mr. Eric Pawley, Research Secretary, Staff Executive, Committee on School Buildings and Educational Facilities. His replies have stated that AIA's Committee on School Buildings and Educational Facilities had committed its budget and time to other pressing problems in the field.

The officers of NASPA and the Executive Committee have expressed continuing interest in a residence halls exhibit at the national meeting, irrespective of presentation by AIA. It was thought by the Chairman of the Committee that efforts should be continued to find a way to have a "selective" exhibit with ointed reference to newer developments. Assistance was sought from Kansas State University through Dean Herbert Wunderlich, to see if the new research project in university housing in that institution might be a source for securing such a selective exhibit. The research project at Kansas State was found to be in the embryonic stage and not ready at this time to provide this service.

Suggestion came from Vice President Fred Weaver that the Ford Foundation's Educational Facilities Research might be a source. The Chairman of your Committee met with Dr. Hal Riker, author of Planning Functional College Housing and Director of the Ford Foundation's project. Dr. Riker indicated that his project was not in position to give the assistance which was sought. He suggested that I contact a number of architects heavily engaged in building university residence halls or serving as consultant architects in such enterprises. Although the officers of the Association had indicated a desire to avoid anything like a commercial exhibit, attempt was made in this field through Mr. Robert

Little, University of Miami architect. This effort came late in the year after the disappointing results explained in earlier paragraphs. Mr. Little reported little prospect of securing the type of exhibit desired in time for the meeting.

In these circumstances the prospect of an exhibit at the Columbus meeting seemed dim and discouraging. New optimism was engendered when it was learned that Dean John Hocutt was offering a significant exhibit of residence halls planning from the University of Delaware. At this stage, Chairman Jack Matthews, of the Committee on Cooperation with the ACUHO was called. It was agreed that the two committee chairmen would make an especial appeal to the members of other committees to prepare exhibit materials and send them to the Columbus meeting. The Conference Chairman gave valuable assistance concerning arrangements with the Deshler-Hilton Hotel.

The results of the above efforts are in evidence in the exhibits which have been made available for the inspection and use of the membership.

The following institutions presented displays: Carnegie Tech, Kent State, University of Illinois, Penn State, Michigan State, University of Delaware, University of Missouri, Kansas State, Ohio State, and the University of Miami. Especial appreciation is expressed to Mr. William D. Shay of Howell, Lewis, Shay and Associates and Mr. King Graf of Hellmuth, Obata, and Kassabaum for accompanying the exhibits of the University of Delaware and the University of Missouri. The architects' explanations and interpretations were of especial value to members of the Association. ...

PRESIDENT WINBIGLER: I should like to call for a report from our Secretary-Treasurer, Carl Knox.

SECRETARY-TREASURER CARL W. KNOX (Report of Secretary-Treasurer): My remarks I would like to place into the three categories of views, dues, and news.

I would like to merely reiterate Glen Nygreen's earlier comment about welcoming any suggestions, reactions, ideas which any of you have, green ribbon wearers on up, anything you would care to submit for consideration by the executive committee concerning this conference, further conferences, or any other activities of the Association.

Certainly, should any of you have an expressed interest in any of our committee or commission assignments, whether it be for this year or future years, we would be delighted -- and I am speaking now for the officers and your Executive Committee -- we should be delighted to hear from you concerning this.

At the present time, we do have dues outstanding from 30 of our member institutions. On this score I would hope to merely explain that we will send billings and personal notes to you individual institutional representatives, realizing full well that you do not handle this directly, but will you please expedite it, if possible.

In the area of news, I would certainly like to widen the base of our Newsletter, if possible. I certainly appreciate the contributions that have been made throughout the past nine months, and we would welcome any reactions you might have to an article, a book which you have recently covered, speeches to which you may have been exposed, plans and programs which are being undertaken at your institution or nearby institutions which you feel would be of interest to the membership.

The annual secretary's report and the treasurer's report have been available at the registration desk. We have an additional supply there if you have not already seen one.

Questions have been asked about this so I would like to mention that all individuals registered at this conference will be sent copies of the proceedings, and we expect these to be out in four or five weeks. Then for those institutional representatives who did not get here, copies will certainly be sent to all member institutions.

There are rosters of those in attendance available at the registration desk at the present time, if you have not picked one up already.

Here is a point of mutual convenience, I hope. In so far as our cash holds up -- banks are closed on this Saturday -- for those who have travels ahead we will be happy to cash any checks you may wish to have cashed. It will be available at the desk after this meeting and for about thirty minutes after our noon luncheon session.

Thanks very much, and we would welcome any particular communications you may care to send. I can assure you that they will draw consideration by the executive committee, if you so desire.

PRESIDENT WINBIGLER: After that dramatic announcement, Carl, I think it might be in order to ask for acceptance of your Treasurer's report, if not the Secretary's report. This document, including both, has been distributed and is in your hands, the Report of the Secretary, July 1, 1959-April 1, 1960; and the two Treasurer's reports, one covering the period from June 15, 1959-June 30, 1959 and the other from July 1, 1959 through March 15, 1960. Do I hear a motion for acceptance?

DEAN BEN PERRY (Florida A&M): I move it be accepted.

DEAN GEORGE H. WATSON (Roosevelt University): I second the motion.

PRESIDENT WINBIGLER: It has been moved and seconded that these two reports be accepted. All in favor say, "aye." Opposed, "no." The motion is carried.

Now we have some special committee reports, the first of which is on the White House Conference. A special committee was appointed early in the year, composed of Lou Corson of the Retired Professors Registry, and Vic Yanitelli of Fordham, to represent NASPA in the planning and development of the White House Conference. Both Lou and Vic represented us in the conference, and I have asked Lou to make a report to you on the conference.

DIRECTOR LOUIS D. CORSON (Retired Professors Registry; Report of White House Conference): President Winbigler, Members of NASPA: Last August your President wrote me a letter, citing the fact that Vic Yanitelli had served as the NASPA representative on the Council of National Organizations on Children and Youth. He went on to say, although I feel that we have many members from NASPA who could do a better job, I have selected you, (Laughter) to work with Vic.

Well, I called Don long distance and thanked him for his confidence in me and pointed out that it was probably an unconstitutional act, since I was not representing a member institution. He said, don't worry about that, none of the members have copies of the constitution, and even if they did they would not drag them out to read them. Imagine my feeling when I arrived and found copies of the constitution being handed out. I thought he had framed me. (Laughter) I worked out a bargain with him. I said if he would get me two tickets for the big game I would attend the conference.

Now the White House Conference on Children and Youth was held in Bagdad-on-the-Potomac (laughter) March 2 to April 7. I have to apologize to Ted Zillman, I could not submit a written report thirty days in advance because the dates of the conference would not permit it. (Laughter and applause)

You have never seen more sociologists, more would-be sociologists, more psychologists, more would-be psychologists, more psychiatrists, etc., than were brought together in Washington for this. It becomes quite apparent before the conference met that every group with an ax to grind, with some special interest, would be represented, and was prepared to make it a forum for their own special interest.

The first shock that Vic and I had was when we got the programs. He got one; I did not. They were 3,000 short of programs. (Laughter) There were 7,000 people attending. The shock was to find the fact that NASPA was not listed on the program as one of the participating associations. Upon investigation we found that that was so, because NASPA did not contribute to the expenses of the conference. All associations apparently were asked to send some money.

Now as to the organization of the conference. With 7,000 people attending, there were five concurrent theme assemblies daily, 18 concurrent forums daily, and 210 work groups of about 30 people each.

In the preliminary materials Vic and I were asked to make five choices of work groups. We both chose areas or questions pertaining to higher education. Vic received an assignment with the work group on the physically handicapped. (Laughter) I received one on the subject of the use of leisure time. (Laughter) With a sub-heading under that of "Resources for Cultural Enrichment and Participation in the Arts." (Laughter)

The best way that I can comment on the conference is to cite from a page of the Washington Star dated March 30th, and here are the headlines. "Youth Group Ponders." "Is Suburbia turning out Organization Child?" "Jury sees Equality As Challenge of '60s." "Youth Meeting Held Behind Closed Door Regarding Racial Issues." "Doctor Decries Emphasis on Solid Baby Food." "Ethical Conflicts Called Disillusioning to Youth." But the best comment on it -- this conference was just taken over the coals by every one. This is by a staff writer who said, "After tuning in" -- and by the way, he went through one complete day of the Conference, the theme assembly, the forum, and then the work group, and this is what he wrote after going through that -- "After tuning in on the White House Youth Conference for two days I have decided it is the only place in the world where all 7,000 delegates can communicate, but no two can get on the same wave length." (Laughter)

It was very disillusioning. Frankly, Vic and I were bored. In my section on the resources for cultural enrichment in the arts (laughter), as it always turns out, there was at least one very vocal person in there who happened to be a representative of CTC-NANTA, the educational theater group -- he was on all these boards. And in two and a half hours talking (and he did most of it) he convinced the 30 members that the only thing to be considered in cultural enrichment in the arts was the field of dramatic arts. Just let the rest of it go. And they agreed to that. (Laughter) Except that some member representing the American Library Association kept coming back with the question, well what about libraries? And nobody paid any attention to her. (Laughter)

On the second day the Chairman gave a vigorous and emotional statement for thirty minutes in length, on civil rights in the arts. I didn't even know there was a problem there. (Laughter)

There is one statement that Vic and I want to make. We both agree on this wholeheartedly, that there very probably will be little good that will come out of the conference. (Laughter) We are sorry about this, really, and if you could have participated and heard some of the talk that went on there, you really start wondering about the future of America. I am serious on that. But Vic and I agreed that unfortunately very little good would probably come out of this.

The resolution, of 1600 resolutions that were submitted in the final session -- the ones that were adopted and sent to the President's Commission on Children and Youth are not yet available in final form. I will see that your officers get a copy of that when it is available. One final observation. The only ones who really profited from this were the Washington hotels and bars. Thank you. (Laughter and applause)

PRESIDENT WINBIGLER: I choose to take that applause as acceptance of the report, and the legitimization of the president's unconstitutional act in appointing Lou as our representative.

Another special committee which has a report for us, and one which will be of great interest to us, I am sure, is the Committee on Nominations and Place. Don Gardner, as the Chairman of that committee, will now come forward and make his report.

DEAN GARDNER (Chairman, Committee on Nominations and Place): Mr. President, Gentlemen, and Shorty: (Laughter) You have decided to hold a convention for the next several years in various different places, so our recommendation applies now to the year 1964. This is done, I understand, so that you can save your money to get there.

Mr. President, we recommend that the invitation of Wayne State University, to meet in Detroit, be accepted, the time to be set by the executive committee. I so move.

DEAN BALDWIN: Second the motion.

PRESIDENT WINBIGLER: Is there any discussion on this motion? Are there any challenges from any competing inviters? You have heard the recommendation and the motion. Ready for the question? [The question was called] All in favor say, "aye." Opposed, "no." The motion is carried. Don.

DEAN GARDNER: Relative to the officers, we could not do anything about the Program Chairman. He did something last year I think that keeps him in office for several years. Or the Secretary. They continue.

The Vice Presidential nominees for 1960-61, we recommend:

Donald K. Anderson, University of Washington, and Carl M. Grip, Temple University.

I move that these nominations be accepted -- something about a ballot being cast, and so on.

DEAN ZILLMAN: Second the motion.

PRESIDENT WINBIGLER: The motion is that a unanimous vote be case in favor of Don Anderson and Carl Grip as Vice Presidents for the year just beginning. Ready for the question? All in favor say, "aye." Opposed, "no." The motion is carried.

DEAN GARDNER: Mr. President, due to the action we forced through on you yesterday, there are to be two Vice Presidents Designate for the year 1961-62, and we recommend for your consideration Harold E. Stewart of Wayne State University, and Juan Reid of Colorado College.

DEAN ZILLMAN: Second the nomination.

PRESIDENT WINBIGLER: Question? Amendment? Comment? Are you ready for the question? All in favor say, "aye." Opposed, "no." The motion is carried, and the Vice Presidents Designate are Juan Reid and Harold Stewart.

DEAN GARDNER: For President Designate of the Association, after a good deal of discussion and payola (laughter) we would like to recommend Fred Weaver, of the University of North Carolina.

DEAN CLARK DAVIS: Second the nomination.

PRESIDENT WINBIGLER: Is there comment or discussion?

DEAN ZILLMAN: Yes, Mr. President. I would like to say a few words, if I may. I am disappointed in the Nominating Committee's nomination of our new President Elect, and I will tell you why, fellows. As I look back on the past decade I see us continuing what I think is an abuse of good discretion. Who are our last ten presidents? Every one of them comes from an institution that has at least 5,000 in membership, and a public supported institution. If some of you who think I am mistaken will remember that although we list Vic Spathelf from Ferris Institute at

the time he was President, as I recall, he was a Wayne University man. We list Blair Knapp from Denison, but at the time he was elected, as I remember it, he was from Temple University.

I think there has been too long a time of this kind of practice and policy. I do not have anybody to propose in the alternative, because I believe one should ask another person before you nominate him for a job such as this, and I have not done this and gotten an acceptance to it. But I want to point up that we have a lot of small colleges, so called, that are members of this Association and I think the time has come when some one of them ought to be singled out for the rest of them to be dignified by the job of President of this Association, and I hope that if I am not privileged next year at this time to represent my own institution (which incidentally happens to have an enrollment currently in the neighborhood of 25,000) that some of you other fellows who have heard me today will nominate somebody from that group, if the Committee on Nominations and Place sees fit not to do it itself. Thank you.

PRESIDENT WINBIGLER: Thank you, Ted. As I understand it, this is not a motion to amend the motion, but is a suggestion which is made for the benefit of the members of the Association and for the Committee, for the benefit of the Committee on Nominations and Place. That is correct is it not, Ted?

DEAN ZILLMAN: Correct.

PRESIDENT WINBIGLER: Any further comment?

DEAN NOWOTNY: Mr. Chairman, I think a lot of the gentleman from Madison, Wisconsin. I think he made a good point. I am a member of this terrible committee that made this recommendation, for which I make no apologies. He is a good man from the great south.

DEAN ZILLMAN: No argument, Shorty.

DEAN NOWOTNY: We have had presidents from Akron, from Brigham Young, and nobody ever asked me to nominate somebody from one of these small colleges. I hope you will heckle me at the next convention. I will be there and will be part of this hotel room. I think Ted has a good point. If you have a good man to suggest, this committee will be glad to hear about it. But nobody talked to me about pushing one of these men from these small colleges that you are talking about. I think Ted is right, but do not keep it in the dark who these good men are.

PRESIDENT WINBIGLER: Any further comment or discussion?



DEAN HOCUTT: I would like just one point, I would like to correct one thing that Ted said. I was president of the Association in 1956 representing a publicly supported institution which then had an enrollment of about 1800 students.

PRESIDENT WINBIGLER: Is there further comment or discussion? Are you ready for the question? The question is the recommendation of the Committee on Nominations that Fred Weaver be elected President Designate. Ready for the question? [Question called] All in favor say, "aye." Opposed, "no." The motion is carried.

DEAN GARDNER: That concludes the report.

PRESIDENT WINBIGLER: Thank you, Don. The new officers, those who are here, will be presented at the dinner this evening.

Now we are ready for a report of the Committee on Resolutions, chaired by Jack Stibbs. The other members are Bob Downey, of USC, Thomas A. Emmet of the University of Detroit, and Ralph Young of Wooster.

DEAN STIBBS (Resolutions Committee Chairman): Mr. President and Members of the Association, I am happy to represent the Resolutions Committee. We offer for adoption three resolutions, all expressions of gratitude to those who have made this conference as vigorous and successful as it has been.

#### RESOLUTION 1

That this Association commend conference chairman Dean Glen Nygreen in this first year of his service in this capacity for the organization and direction of a first rate conference program.

#### RESOLUTION 2

That this Association express its thanks to Deans William Guthrie and Mylin Ross, and to the members of their staff for the warm and friendly hospitality and fine service they have rendered on the occasion of this conference.

#### RESOLUTION 3

That this Association express its gratitude to President Donald Winbigler, Secretary Carl Knox, and the other members of the Executive Committee for the splendid leadership given the Association during the past year.

I move the acceptance of these resolutions.

DEAN WILLIAM V. BURGER (Colorado School of Mines): Second the motion.

PRESIDENT WINBIGLER: You have heard the motion which includes the adoption of the three resolutions. Is there any comment, discussion or amendment? [The question was called] All in favor say, "aye." Opposed, "no." The motion is carried. Do you have further report?

DEAN STIBBS: No.

PRESIDENT WINBIGLER: We have been pushing for time this morning in order to allow time for possible discussion of one of the items which was reported yesterday in written form, with the announcement that there would be an opportunity for discussion. Unfortunately the time is limited, but I would like to ask whether anyone would like to have discussion or any action regarding the report to the membership of the National Association of Student Personnel Administrators regarding the vote on issues related to fraternity membership policies?

I reported yesterday that it was the interpretation of the Executive Committee that this was a report of action taken by official ballot, and that no further action was necessary, although obviously if some other action is desired on the part of the Association, that is your privilege. Do you wish to discuss it? Do you wish to take any action on it? This is the report which was distributed in mimeographed form.

DEAN ZILMAN: Mr. President, I will certainly move approval of the executive committee's way of looking at this thing, at the action taken.

DEAN MARK SMITH: Seconded.

PRESIDENT WINBIGLER: Moved and seconded that the Association approve the Executive Committee's report of the balloting. Is there any discussion? All in favor say, "aye." Opposed, "no." The motion is carried.

Is there any further business to come before the Association at this time?

DEAN ZILMAN: Mr. President, I wish the recorder would please record that last vote as without a dissenting voice.

PRESIDENT WINBIGLER: Good suggestion. That was passed without dissent. Unless there is dissent to my judgment that it was passed without dissent. (Laughter) Is there any dissent from this? Hearing none, I will rule that it was passed without dissent.

DIRECTOR NORBERT J. TLACHAC (Marquette University): I would like to speak for ten seconds on behalf of the wearers of the green ribbons and say to all of you who are wearing purple ribbons or blue ribbons or no ribbons, that we

certainly appreciate the way you have helped us and been so cordial to us in making our first meeting so beneficial. Thank you. (Applause)

PRESIDENT WINBIGLER: Your appreciation is certainly appreciated by the officers of the association and I am sure by the continuing members of the association.

I have one announcement to make regarding the APGA Journal. [Remarks re APGA meeting] Is there other business?

DEAN NOWOTNY: Mr. President, I did not want Ted Zillman to think I was getting funny. I think a lot of Ted. But this Nominations and Place committee is made up of 11 people, three elected by you, and eight past presidents. These eleven people met several times and there are two things I wish you would thing about.

One is that we had only two invitations for 1964, from a university or college. We chose one of them. We had invitations from hotels, from Mark Hopkins on the west to Miami, Florida, on the south, and Maine in the east. All sorts of hotels.

I hope we will continue to be invited to cities like Columbus, where there are universities, where there will be host deans, and you have seen what they can do when they turn loose their whole staff. I hope some day we can invite you to the south. When we get some people to grow up in the south, we will invite you to the south again. I do hope you will invite us to come to your college or university.

The second thing seriously about nominating individuals for vice president or president. I am not going to be at many more of these meetings. There is nothing worse for this organization than to think that it is being run by some inner clique. That is one of the curses of this. We lose individuals. I think you ought to speak to these eleven people next time, and tell them about who you want. If they do not nominate who you want, then nominate somebody from the floor. (Applause)

PRESIDENT WINBIGLER: Thank you very much, Shorty.

Is there any further business to come before the Association? If not, I will call the meeting of the business session of the 42nd anniversary conference adjourned and we will have lunch in this room as the hotel has an opportunity to clear it and set it up. The meeting is adjourned.

... The Final Business Session adjourned at twelve-ten o'clock ...

## SATURDAY LUNCHEON SESSION

April 9, 1960

The Luncheon session convened at twelve-forty-five, Conference Chairman Glen T. Nygreen, Kent State University, presiding.

CHAIRMAN NYGREEN: Please stand for the invocation. I will call on a member of the Executive Committee, Director James E. Foy.

DIRECTOR JAMES E. FOY (Auburn University): Our Father, we pause to give Thee thanks for our lives and our work. We ask Thee to give us wisdom, humility and understanding in our resolve. O Father, bless this food that it may strengthen us to do Thy will. In Christ's name. Amen.

... Luncheon was served ...

CHAIRMAN NYGREEN: Now if you will turn your chairs around, it is my task to interrupt your pleasant conversations, which always of course are for each of us the high point of these annual conferences of NASPA.

There is in the literature -- I am sure you will each find it in your libraries -- a novel written toward the end of the fourth decade of this century, entitled "Doctor's Orals." It tells the travails of a graduate student in English at a large American University, (Thinly disguised, it is really the University of California.) and the anguish which this young man goes through and the personal problems created by the tensions of that experience.

Our new President-Elect, who is listed on your program as the presiding officer at this luncheon, is undergoing similar travails at this point. He knows that he may any day receive notice that his Doctor's orals at Columbia University have been set, and for that reason he must keep his desk clear to get away on very short notice, and therefore has had to leave our conference early.

So for our President-Elect, Fred Weaver, of the University of North Carolina, I extend his apologies to you, and we have all extended to him, for you, our very best wishes for the success we know he will have.

I want also, while I am here, to take advantage of this opportunity to thank each one of you from the bottom of my heart for the kind words of the resolution John Stibbs read and you passed. I felt very much like the definition of the dean (just to add to your fund of definitions of deans for stories), the one offered by President Howard Lowry of the College of Wooster, who said that you can look this up in the dictionary, and I did, and it is there. The

word dean, he says, comes from an old Scotch word meaning a depressed place through which everything flows. (Laughter)

So in many respects, as your Conference Chairman, I felt during this nine-month period of travail, and during these few days, as though I am that ideal definition of a dean.

One of the things which many of you have remarked about is your approval of the decision of the Executive Committee of this last year to plan this year's conference around the work of the committees and commissions. Your interest in attending the open sessions of these groups has been a thing I think which encourages all of us as we go forward to try to be of more professional service.

There has not been an opportunity for you to look at this distinguished panel of rascals who serve as the Chairmen of commissions, and so, with exceptions of one or two for necessary absences, they are here at the head table and I shall ask each of them to stand and remain standing until they are all up and then to receive your applause. [Introduction of Commission Chairmen] Thank you all very much.

Is Bob Hubbell of Lawrence College, in the room? Bob, do you still have these reports which you told me about?

DEAN HUBBELL: They got away before anybody knew about it.

CHAIRMAN NYGREEN: Bob Hubbell made available some copies of the Endicott annual report on trends in student placement for 1960. If any of you want a copy of this annual report and did not get one, if you will speak to Bob Hubbell he can make arrangements for you. Bob Hubbell of Lawrence College, Appleton, Wisconsin.

Several people have said at various times during our conference that all the members of the executive committee want very much to know of your interest in serving on the work of our various committees and commissions. Our new vice president for next year, who will be in charge of committees is Dean Donald K. Anderson of the University of Washington. Don, would you just stand up and turn around so everybody can identify you and know for sure who you are. Thank you, Don.

Those of you who are interested in serving on one of the standing committees of our association are invited to speak to Don here this afternoon, or this evening, or write to him, or telephone, or any way you wish to get in touch. He would like to know about your interest.

This likewise is true of our new president, Bill Guthrie, to whom you could also speak, or Carl Knox, as he

announced at the business session. We very much want to open this to you for your interest, and we hope to create other opportunities later on.

Our Vice President Elect, Carl Grip, Dean at Temple University, I am told will serve in charge of Commissions. So if you wish to write directly to him or to President Guthrie, I am sure they would welcome it.

Many of you have asked about arrangements for this afternoon, since the section of your program calling for an open meeting at the Ohio State University has been altered somewhat. I should like to call upon our co-host Dean, Mylin Ross, Dean of Men at the Ohio State University, to tell us about the arrangements for this afternoon.

DEAN ROSS: Thank you, Glen. We are very happy to know that there are going to be some 250 attending the Joe Park Memorial Banquet this evening; this being the last evening, we are really very happy to have that many staying over for the banquet.

As your program indicates, at five o'clock there will be receptions in two of our new men's residence halls, 11-story residence halls, and that may be of some interest to a number of you. [Gave instructions for reaching Residence Halls]

Our Ohio deans have been most cooperative in helping us with the local arrangements. Many have helped with registrations, and we are going to ask them to help in this additional way if at all possible, those who have cars, to help in sharing their transportation to the University.

We want to take this opportunity too to thank all of the deans of our sister institutions. I believe that does it, Glen. Thank you so much.

CHAIRMAN NYGREEN: Thank you, Mylin.

Now I am to remind you that the four o'clock session listed in the program as being in the OSU Law College Auditorium is canceled, and so you are welcome on the campus, those places which are open. Then at five o'clock at Smith and Park Halls.

Are there any other announcements at this time which need to be made? [Announcement re Banquet] The banquet should be over well before nine. It will be an interesting and gracious affair in keeping with the tenor of things on the campus of Ohio State University.

If there are no other announcements, I shall turn to my major function here, which is to introduce a man whom I have held in respect and affection for many years.

In our home, with a 13-year old who is in full charge, our favorite television program these days is "The Many Loves of Dobie Gillis." When I was first an assistant dean of men at the University of Washington, the author of the many loves of Dobie Gillis, Max Shulman, was the editor of the campus humor magazine at the University of Minnesota.

Now I had read about Edmund Williamson for a long time, was familiar with his then new book "How to Counsel Students," had come to respect this man intellectually. But after the manner of young men, you are sure all gods have feet of clay, and so I contrived to test. It came my lot to be able to make a trip east, and I was on the west coast, and, you see, Minnesota is really "east" to a "tide flats" boy. I wrote ahead to Dean Williamson and asked for an opportunity to see him. He graciously consented, although I was informed that I was not to come before ten o'clock in the morning. He did not come to his office before ten. He has never satisfactorily explained that. (Laughter)

I decided that, after a conversation with him, I would pop this question. I would ask him what he thought of Max Shulman. So I did, at the end of a very gracious hour of his time which he gave to me. As we parted I asked him, "O say, by the way, do you know this man Max Shulman?" He won accreditation with me which he has never lost. He simply laughed and said, "Yes, indeed, he is a very fine person." Well, many of you know about Max Shulman since then, but he is not my concern here. It is Edmund G. Williamson.

A year or two later it became my privilege on another such trek to visit the campus of another man that I have come also to have deep respect and affection for, Fred Turner, and this experience comes into this introduction in this way. Outside of Fred Turner's office, at least where his office was then in this hall, hanging from the molding at the top of the wall are a series of shields, as I recall them, bearing the members each year of the senior honorary society on the campus of the University of Illinois.

As I looked at these, waiting for Fred Turner to be free to see me, I chanced upon one, his senior year at the University of Illinois, which carried the name Edmund G. Williamson. So although there are many ways that one comes to know a person who gives leadership in many areas, leadership as a scholar, leadership as an administrator, leadership as a man who is willing to come and share his thinking on the issues before us whenever his schedule permits, I think of this man as a tolerant, accepting, understanding person of people who may have embarrassed him seriously, or with whom he may disagree rather fundamentally, and a man whose life is full of the kinds of personal experience which go to give him understanding of others.

To detail his professional accomplishments would be to merely extend the familiar, because you all know of these. I think I should introduce him simply as our colleague, as a student personnel administrator, Dean Edmund G. Williamson of the University of Minnesota. (Applause)

DEAN EDMUND G. WILLIAMSON (University of Minnesota): Thank you very deeply, Glen. That is indeed a most gracious, friendly and kind introduction. It affects me because it is by no means the usual way in which I am introduced, particularly on my own campus.

As you were giving this unfamiliar introduction I could not help but think of the contrasting situation, an apocryphal tale that Dean Feeder tells, which is much more representative of the way in which a dean is viewed on his own campus. Our fellow dean, Dan Feeder of Denver University, tells of himself that a number of years ago he had problems with one particular veteran student, and after a series of disruptive relationships, he called in the student to disestablish relationships with him, to exclude him from the university.

As the man stood in front of Dan's desk, Dan got to feeling contrite and sorry for him. So he said, "I'll bet you hate me. I would suppose that you would wish me dead and in my grave so that you could spit upon it."

The student said, "No, Dean. While I was in the service I made up my mind I wasn't going to stand in line again for anything." (Laughter)

So you can see why I am deeply grateful for that gracious introduction.

Whenever I want to establish rapport with a student group on my campus, I always introduce my remarks by that kind of apocryphal description. Somehow or other there is an awful lot of projective potential in it for students. (Laughter)

In the same way, and for the same psychological reason, despite the fact that my secretary does not like to dust around them, I keep on my desk in front of me, a series of my rock collections, fancy rocks. Whenever anybody comments about it, I say, "Yes, we are the only university in the country that provides this kind of a personnel service. Whenever any student feels like throwing a rock at the dean, we provide the rock for him." (Laughter)

Now, my topic is an interesting one. I hope you will bear with me while I try to explore it. I am by no means confident that I have done justice to the topic, and certainly all I can say is that this is one man's attempt.



SOCIAL CHANGE ON THE CAMPUS: ITS  
MEANING FOR THE STUDENT PERSONNEL  
ADMINISTRATOR

My assignment for this address was expressed by Dean Glen Nygreen, program chairman, in these words: "We want one of our fellow deans to present a paper on the general subject of the reassessment of the activity and social program on campus these days." Dean Nygreen helpfully identified many puzzling and changing aspects of current student life as identified by members of this Association's executive committee in recent discussion; decline in students' interest in "big name" and campus "big" dances; conformity of undergraduates; students' satisfaction in confining their activities to membership in small groups; withdrawal from activities of students who marry; withdrawal of students from participation in campus activities of a citizenship nature; differing attitudes of men and women toward female roles and aspirations.

Of course, I cannot assess all these dimensions of our complex student sub-culture, nor was I asked to do so. But I have rather sought to think my way through to a tentative assessment of some implications of current trends and an anticipation of future changes in the student culture. I restrict my inquiry to an assessment of professional roles of student personnel workers, especially deans, of these anticipated changes in campus life and student activities. Needless to say, this inquiry can be no more than one man's effort to interpret his own and the reported experiences of others, and the relevant but limited research literature of the social sciences.

Of course to many, my generalizations will seem to be too sweeping, or perhaps irrelevant to your particular campus. Be that as it may, I have found Glen's invitation has resulted in reading literature that I did not even know existed, and it has been a great renaissance in my own thinking.

I am asked to make an interpretation of some anticipated changes in the campus scene as it affects our professional obligations and opportunities as student personnel administrators. This assignment stimulated me in thinking about possible, as well as desirable, new developments in campus life and of our opportunities for significant influences in student lives. Behind this discussion, I am not going to concern myself with techniques of administration, except with one point for the program details, even though I too am a practical and practicing administrator of an operating program and daily have to deal with details and technique, but I hope rather to appraise the direction of some changes in emphasis and content of student programs, together with an evaluation of several operations open to us concerning the actual choosing of courses of actions, and end goals to be sought through activities, both in the

classroom and in the residences.

First, as background or backdrop for my discussion let me cite three important books which I am sure you have read, which I found to be very useful and helpful, particularly in freeing me from my compulsive clinging to sacred techniques perfected in campuses of the past. Reading them helped to free me from attitudinal rigidity, and then they also helped me to conjure up new and possible roles for deans and other personnel workers of the future campus.

I refer first to that stimulating book, by Max Lerner, "America as a Civilization," which is truly a revelation. Then to Eric Larrabee and Rolf Meyersohn, editors of the compendium "Mass Leisure." Thirdly, to Bernard Rosenberg and David Manning White, editors of "Mass Culture."

I think one begins to understand one's own civilization after reading these three commentaries.

I also recognize this addition to what I have already said, that speaking from my own limited experience and studies, what I say may well be an analysis of the obvious, as Whitehead so cogently described us, and also as an intensification of the ordinary, as Dewey spoke in terms of the functions of ours. Nevertheless, I will make the effort.

One further introductory remark. As a further backdrop or stage scenery of my analysis of the obvious, I shall speak of the college campus as though it truly were a special culture of its own. Cotton Mather, you remember, centuries ago referred to the college, the student life in the college as the "collegiate way of living in" -- meaning the residential college.

Max Lerner speaks of the American college as a culture with an inner structure of authority, and an internal moral and emotional climate.

Unfortunately, few sociological studies have been made of a college community, and we are therefore limited in our methods of analysis to personal impressions and to analogously inferring hypotheses from research studies of communities at large.

As a further backdrop I can only mention a number of important characteristics of student culture necessary, I believe, to an understanding of its probable course of development in the future, and also mention four pertinent observations about the ceaselessly changing student life in the campus.

Students enroll in college with a dominant expectation that they will develop marketable vocational skills, but many of the faculty perceive student activities and programs as unacceptable detractions from the mission of

the university as viewed as intellectual development. On the other hand society views education, including higher education, as an instrumentality for molding and shaping succeeding generations according to the models that have been established by the current society in modification of the surviving traditions of the past.

Students bring to the campus, however, not a blank form and structure, but emerging individuality, at a stage of transition and development from dependent children to mature adults.

In this context, appraising the role of personnel workers as a form of education of youth, we should, I believe, first identify possible relevant functions for us and the college of the future, and then critically appraise and select those that offer most discernible utility for education of youth. We should not perform only those functions which students or faculty or administration expect us to perform. I think that we have added additional vital roles to play in higher education.

On the other hand, I do also believe that the process of selecting those roles we personnel workers should play in the future campus is the joint function of all components of this campus: administration, faculty, students, and we ourselves.

Finally, in our search for effective functions in the future campus, we need be fully cognizant of the critical influences that bear on student life from the surrounding society. That is, whatever may be the isolation of the professor's Ivory Tower, student life is constantly influenced by the changing culture at large.

Now, there are four essential characteristics of the dynamic student culture that I want to mention. First, the pattern of fads and behavior forms is and has always been continuously changing on most campuses and we may anticipate continuing change as a normal feature of the future. Life is not frozen for very long, particularly the adolescent life.

Secondly, we may anticipate a continuance of the downward trend in the age of initial occurrence of tastes, dress, speech and behavior, including sex behavior, will continue in the future campus. That is, certain adult forms of behavior are being projected downward to an earlier initial age. I do not know when the trend is going to stop, if ever, but we may expect earlier dating, earlier imitation of adults in the future campus.

Thirdly, fun morality, as it is called -- that is the enjoyment of recreation in many forms -- is now firmly established as a virguous substitute for pre-War I ethics of abstinence, restraint, hard work, and sobriety of manner.

There has truly been a revolutionary change in the morality of fun, as it is called. And we may expect, therefore, unless there is interruption, that students will continue to enjoy recreational fun, as do their elders, in spite of the wishes and firm expectations of some faculty who contend that concentration on studying should be the major recreation of students.

Fourthly -- I am still describing certain relevant features of the dynamic quality of student life -- we may anticipate that students will continue to center their efforts on indulging themselves, as a result, I believe, if I read the record correctly, of the 20th century methods and emphases on the American pattern of child rearing. The revolution in child rearing, initiated by Rousseau, and accelerated by Freud, will continue in the future, perhaps with some modifications, to dominate American family life as the proper way to rear children. I am not taking a moralistic, evaluative position. I am trying to anticipate the influences.

One may expect, therefore, that to some degree that there will be a continuance of the central emphasis in the psychology of college students on self expression and self interest. At least there will be a continuance until the colleges perfect some more potent techniques than are those identified in gross by Jacobs and Eddy in their recent studies.

With these backdrop characterizations of the contemporary dynamics of student life, I turn to an armchair analysis of three of the several trends and forces that may well determine the kind of "collegiate way of living" in campus of future years. Each of you undoubtedly hold other forces to be critical in influence upon your own campus. Someday perhaps research studies will substitute confirmed facts for our personal interpretation of our individual experiences, limited to one campus, limited as they necessarily are to our own campus.

Of course the committee has been generous in freeing me so that I may analyze any aspects which seem important to me. I could have chosen others, such as the future development of student academic freedom and civil liberties, which I find to be a fascinating topic in anticipation. The concept of civil liberties has not yet come to most campuses. I would predict that you are in for some very interesting surprises as it sweeps over from the community at large into the Ivory Tower.

Secondly, I could have selected students and the right to have a voice in determining university policy and decision. This in itself is a revolution of the future.

Thirdly, the future influences of fraternities as

they become a smaller and smaller splinter in a larger and larger diversified campus. That I also find to be a fascinating topic of projection, one which I find by no means pessimistic.

Lastly, I could have chosen that very intriguing and exasperating topic, freedom of the student press.  
(Laughter)

I was greatly tempted to attempt an armchair analysis of these, these fascinating dimensions of the dynamic student life. But I will resist the temptation and restrict myself to three others.

First I call your attention to the probable increase in the impersonality of relationships which may result from the greatly increased enrollments of students, and also from the increased urbanization which seems to accompany the trend in complexity of societal function in large social groupings.

I take it for granted that all institutions will increase in size, although my kind of an institution will grow disproportionately more rapidly and to a larger extent than is true of many other colleges. Here I have to borrow hypotheses from the studies of other communities. Generalizing about communities at large, the sociologist Angell makes a point that may prove to be true about college campuses. Since there are no such studies on college campuses I will have to borrow the generalization. Says Angell:

"One of the best-established generalizations of the sociologist is that social problems tend to multiply, not only absolutely but relatively, with increase in community size. It is evidently more difficult to maintain a satisfactory social order over a large number of people than over a small number."

I do not imply that all human relationships in urban centers, or in large universities, are impersonal, but rather that as members of a group increase and as diversity of backgrounds also increases, we will experience increased impersonal relationships and some degree of fragmentation of the total campus, fragmented into intra-centered clusters or sub-groups. That is, unless we can invent new cement which will unify the diverse parts into a new whole or configuration. I reason this way:

Increased student enrollment will produce in many ways new conditions and difficulties in the future campus. Obviously parking space, housing, crowded lecture and library facilities, and a host of other urbanized conditions, produced by the sheer increase in number.

One characteristic result of urbanization which accompanies this size, I believe, will weaken the basic

character of the colonial residential college which for centuries has served, wistfully to be sure in most institutions, as an idealized model, carried forward in our much quoted Mark Hopkins and a student in an intimate teaching-learning relationship on a log. I refer to the impersonality of relationships which is found in all cultures as groups multiply in numbers of members.

There is one aspect of this that I wish to call attention to. In discussing the character of American democracy, John Dewey made some observations that are, I believe relevant to our anticipation of conditions in the future student culture. Said Dewey: "Economic forces have immensely widened the scope of associated activities. But it has done so largely at the expense of the intimacy and directness of communal interests and activities. ... Vital and thorough attachments are bred only in the intimacy of an intercourse which is of necessity restricted in range."

Dewey patterned our own thinking of the greatly increased campus of the future when he posed this parallel question about the increasing urbanization of American democracy: "Is it possible to restore the reality of the less communal organizations and to penetrate and saturate their members with a sense of local community life? ... Democracy must begin at home, and its home is the neighborly community."

Max Lerner read the literature on the resulting impersonal relationships produced by urbanization and reached this conclusion:

"If the small town is wholly sacrificed there will be sacrificed along with it some continuity of face-to-face relations, an awareness of identity, a striving to be part of a compassable whole, a sense of counting for something and being recognized as a person and not a cipher."

I think the implications are clear. Left to itself, the force of increasing size, even on small campuses, will lead to impersonality of relationships unless we are wise enough to invent new cement to hold the whole together and to develop some kind of symbolic personal relationship, if not the reality itself.

I suppose many of us like to turn our back on the future and say, "We won't think about it and then it won't come about." I think, at least in my kind of an institution, we had better begin to hold seminars trying to invent new ways, even though they be symbolic ways, of maintaining that distinctive quality of American higher education, the personal relationship.

I turn now to an analysis of a second determinant of the future student life, the effects of the continuing

sex revolution which first exploded in what was called the wacky twenties. I think Lerner has not overstated the case for this trend in American culture at large when he said that "despite crosscurrents and counter-eddies the full sweep of the broad stream of the American sexual revolution has scarcely yet been felt."

Lerner goes on to recall for us the nature of this continued revolutionary change in sexual behavior: "In the 1920s the American moralists were shocked at the 'revolt of the younger generation,' with new freedoms of smoking, drinking, petting, and premarital sex. Some saw it as the end of the world, others as a passing rebellious whim. Actually it was neither, but a phase of a continuing revolution in morals."

In support of Lerner's generalization that the changes begun in the twenties have continued as a strong social force, one need only to read the Kinsey reports, although there are other surveys disclosing similar evidences of trend-curve. No doubt the disruptive and explosive form of changes which disturbed the idyllic "calm" of the pre-War I campus have now subsided, yet unavailable statics about the unmarried students may well currently reveal a trend-curve somewhat resembling that of adolescence in the wider community.

If such should be the fact, then those who administer rules and regulations in the future campus may well face the increasingly difficult task of attempting to impose on students of the future campus restraints on sexual behavior which are far more restrictive than are those of the community at large. I do not want anybody to misunderstand me. I am not advocating that we ride with the wave of the future. Rather, as you will see, I am advocating something quite different.

The magnitude of such an unpopular assignment -- that is, imposing rules and regulations written in a previous day, upon the youth of the future -- may conjure up memories of a similar assignment to the Deans of Students, Deans of Men and Deans of Women of the "wacky twenties," the discipline function.

I went back and read the literature of the 1920s, a good deal of it, so that I could recapture that warfare period. It was an interesting one, and somewhat of a quieting one. Mediating between two generations, as deans of students do, with regard to standards of taste, dress and behavior is by no means an easy task. Of course, many of you by this time have gotten rid of the disagreeable task by employing a dean of men and a dean of women to do it for you. (Laughter)

Further illumination of the task will be yielded

by an informal raising of the issue of restraint of sex behavior of students in informal discussions with today's students and faculty. That is, you can anticipate the future by talking to your colleagues today. The relevant point is self-evident. Let me note in passing that not all is unfavorable with respect to the future. We lived through the battle of the veterans' bulge, with regard to behavior and numbers, and we can live no doubt through the future, and still avoid riding with the tide.

Margaret Mead, who makes sage observation on the raising of adolescents, has a number of things to say about it. Some of them are favorable, particularly with respect to the new phenomenon which we hope can be projected into the future, married students. She speaks of the "newfound delight of young fathers in their babies" as "another intrinsically rewarding pattern which no large civilization has ever permitted its more privileged young men," to such an extent as we do today.

There is forceful logic in the expanding program of student services to include marriage counseling. Possibly deans of students, especially on the night of the Spring Rite known as Panty Raid, would wish that more and earlier marriages among college students were the result of increased marriage counseling.

Other implications in the change in sexual conduct will be suggested by open and frank comparison of conduct rules and prevailing mores and standards. By this remark I do not mean to imply that the college code should reject prevailing social practices. I shall rather suggest a more appropriate collegiate approach to the continuing problem in a moment.

Let me go to my third social force that may determine our part at least, our task, as personnel workers in the future. This concerns the further fragmentation of student life resulting from the anticipated proportionately greater enrollment increase of high aptitude students from families of the lower economic class origins.

Some additional illumination would be afforded by the anticipated increase in larger number of students from certain ethnic groups and religious groups. These groups no doubt will be recruited in increasing numbers as society tries to educate its high aptitude manpower resources.

You know, the studies reveal quite clearly that the post high school training program, broadly defined, including colleges, draws disproportionately from socio-economic classes. The higher economic class, which has only about five or six per cent of the children of the nation, sent a disproportionately larger percentage, some 80 per



cent, on to some form of post high school, whereas the lower socio-economic class, which has about 30 per cent of the children of the country, sends less than 5 per cent to any form of post high school training.

We may therefore expect that in our current national security emphasis on educating high ability wherever you find it, that more and more high ability students at least, if not others, from the lower economic classes, will come into colleges. This is a desirable thing, but I wish to point out certain rather obvious implications for us.

These students will not only bring high aptitude, high scholastic aptitude, but they will bring with them ways of living acquired in family relationships. The sociological and anthropological studies reveal that ways of living differ somewhat from one social class to another. I am not interested in tracing out all of these differences, but some of them I think have relevancy in determining our functions. I refer to two in particular: recreational habits associated with social class, and habits of participation in community affairs.

This kind of importation of students with differing kinds of recreational and community participation habits may be disruptive to some campuses. If one goes back, as I did, to read that nostalgic recall of the idyllic, isolated campus of the late 19th century, Canby's "Alma Mater", one identifies a pattern of student living which is class-linked to their socio-economic class, outside the classroom, prevailing in Yale a half century ago. Presumably since Yale is now a national university and draws from other socio-economic classes and other geographic origins, Yale of today has been modified somewhat in terms of the prevailing pattern of student life.

We may anticipate, I think, that there will be similar changes as a result of these importations of new students from different kinds of classes.

You remember that Eddy, in his history of the land grant college movement reported that in the last half of the 19th century that the land grant college student differed from the private college student. They came from a working class. They were more industrious and studious; they were not the playboy type, and things of that sort.

Now there are two points I want to make about this possible social force of the future. As we get more students from this socio-economic class we may expect that they will be more serious students, of course, since they are selected to be serious students -- that is, in terms of the scholarship inducement program. Others too may enroll. There will therefore be fewer of the Stover boys at Yale.

I am interested in trying to anticipate what this sort of importation will do to the campus of the future. It may actually fragment the campus life even more than it is now. Interest-clusters, rather than community-wide participation may be the dominant trend. The joining habit may be further decreased. As we know, now only a handful of the students really carry the community at large, and there are many, many drones who participate in nothing as far as community activity is concerned. There are still many other students who participate only in a narrowly defined interest group. This is what I mean by fragmentation.

Some studies -- and I will not take the time to document them -- indicate that in the communities at large there is less joining in any kind of activities on the part of lower socio-economic classes, in general, than is true of the middle class or the upper class. I am interested in what will happen.

Now, if I were a professor, I would say the non-joiner is the ideal student, provided he concentrates on his studies. I do not think the reverse necessarily has to follow.

I am also interested in generalizing from, as I said, the differences in recreational habits and patterns of the different classes.

Thirdly, I am interested in the possible implications of the sociologist and anthropologist's discovery that sexual behavior also varies with class background. What effects these will have upon the campus of the future is up to us. I will comment very briefly in passing.

In the first place, we usually think of ourselves, and we are usually characterized by foreign visitors, as a nation of joiners. This is by no means true, and it never has been true. In any community of any size most people do not do anything, as far as community participation is concerned, and the characteristic campus is also of this sort. If we get more non-joiners proportionately, the character of student life will undoubtedly undergo some kind of changes, if the social force is left to itself.

I need not comment about the point of sexual habits. Anyone who lived through the veterans' bulge knows that we did get an importation of a new pattern of behavior on the part of many students who would not have otherwise gone to college.

There may be other forms of changes arising from the different composition. Now please do not misunderstand me. I am not in any sly manner implying that all students from the lower economic classes are undesirable citizens. This is nonsense. There are many, many bright students who

come with constructive citizenship participation habits, acquired in imitation of their parents, or acquired as a result of encouragement in high school. I am talking about class trends. I am also talking about the condition, if left to itself, might become such.

I will point out just three of many possible program problems which need study and exploration in the future, if these three forces develop as I anticipated from the best reading of the record. These are obvious. I have said that mine was an exploration of the obvious.

First, how do you in the campus of the future administer discipline as a student personnel service, as to taste and conduct norms?

We have those who advocate turning the problem over to the students. If I read the literature of the National Student Association, many of them feel that if the discipline problem is turned over to the students it will be adequately taken care of. This is a temptation to a dean of students, to get rid of the problem, he hopes, by turning it over to the student courts. If we do that, then we might expect that students will set the norms, the conduct standards, and will establish regulations in terms of what they conceive to be desirable norms. And the faculty and the administration will be ignored.

I have reservations. I said earlier, it seems to me that all component parts of the college community must find ways of joining together to establish norms that are relevant and meaningful and appropriate in an educational institution in contrast with the community at large, where the prevailing climate of opinion is established by the citizens. We are not a community of the ordinary sort, and I merely point to the community of the ordinary sort to see whether or not I could identify some of the influences that will bear upon the college community, but I did not advocate letting the college community be determined by the community at large. This would be to make a mockery and sheer nonsense out of the educational mission itself.

This attempt of the community to set the norms (behavior, conduct and taste) was attempted in the twenties and re-attempted in the thirties, and again in the forties, and it was not at all a satisfactory way of determining the norms. So we are going to have to invent new ways. I have not time to explore all of the implications.

A certain resistance to community influences, it seems to me, is a necessary part of higher education. But he who resists runs the risk of ridicule. I have not time to point out a very current illustration. I have in front of me a newspaper clipping of March 20, with a dispatch and an illustrative picture from San Francisco, California.

Let me just read the opening lead: "Pretty Sandy Cherniss, 21, is having trouble in school. Not with her grades, but with her figure. It measures 41-26-37." Now apparently this was not the desirably accepted norm (laughter) for the college campus. (Laughter) At least, the manner of display was not accepted norm.

So the dispatch, in characteristic smear journalism -- this time it is on our female colleague apparently -- the dispatch said the dean of women was assigned the task of bringing back Sandy to the norm, the prevailing norm. (Laughter) Well it is a very good reading in anticipation of ridicule in a student newspaper against the one who has the disagreeable task of bringing students back to the norm. But how do you get acceptable enforcement of rules and regulations concerning taste and behavior?

The social psychologists have illustrated, I think, as well as other disciplines, that the important ingredient of enforcement is acceptance of that which is enforced. Now this poses a very intriguing problem to an administrator. How do you get students to want to do the things that they ought to want to do? It is easy to state it, but apparently the case of Sandy was difficult to achieve.

I have not any magic formula. I am sure all of you have wrestled with this problem as much as I, and I am sure that you have been caught between the established norm on the part of the president or the trustees, and the unacceptability of that norm on the part of students.

Now, if you believe in simplified uniformity, you will accept the contention that all you have to do is get men of good will together and use a little group dynamics, and they will come out, everybody agreeing. This is a little bit over-simplified, particularly when you are trying to enforce last century's norms at the insistence of the institution upon the next century's students.

As I said, we are expected to mediate between the generations, and it is by no means easy, and I think that the discipline function, however you define it, will have to be faced much more realistically, and I will have a suggestion in a moment, a kind of a simple minded suggestion, as to how to approach it.

The second implication that is implied is how to build into the increasingly fragmented campus any coordination of diverse groups in campus wide activities necessary to maintain the college as a community? If everyone goes his separate way, or if every group pursues its own separate interests, obviously you do not have the community. You have a fragmented conglomeration of diverse groups.

I think we have to search the literature of

cultural anthropologists for techniques and symbolizations and rituals which serve to unify the diversity of activities, to unify individuals into a whole. It seems to me that this would be an exciting task in the years ahead, to search, to invent, to borrow new and more improved and more effective ways of unifying fragmentation.

Max Lerner gave a little illumination on this. He says, the real cement of society that binds us together as a nation lies in the folk beliefs about it. The folk beliefs about it. These are not as abstract as the philosophic ideas are, nor are they a religion in any sense, yet they serve effectively to link people with each other and with the culture.

This is what I mean when I say search and invent new ways, even if they are only symbolic ones.

My third implied problem arising out of these social forces (three social forces) I might state this way: How can we learn effective ways of desirably increasing the participation in any kind of activity of the increasingly diverse students enrolling from different ethnic and cultural classes?

Now we have usually thought of the extracurriculum activities as being a voluntary one. As a matter of fact, this has always been the characteristic. You can do it, or not do it. You can participate or not participate. Students prize the right of privacy, the right of non-participation in university affairs, and there are many, many of those who argue that the right not to participate must not be violated.

I will hold to a different point of view. No community can maintain itself if no one maintains it, except the dean of students. Somehow or other we have to re-examine the right to privacy, and determine whether or not privacy is a luxury that we cannot afford if we are to have a community.

I believe in the right to privacy. I also believe in the necessity of the community. The collegiate way of living could not exist if all students merely went to class and then went back and enjoyed their own individual recreational indulgences. Someone must maintain the community, and it is this task which has necessitated me going back and examining the concept of privacy in a collegiate community. I find myself facing a paradox, and I have not found a resolution.

Now let me come to my last point. I have given a quite superficial -- touched lightly upon a few of what seemed to me to be important vector forces that will bear upon the collegiate way of living in the future. There are

many others that I cannot touch upon, and I have not done justice to these. But we are practical administrators. We cannot afford the luxury of merely examining a problem, as a professor does, and then when the bell rings he postpones it for future consideration. We face the practical problem of doing something about it. If I may oversimplify it, we can either ride with the wave, or we can find a way of bending it to our use.

I do not like to ride with waves, although I recall the luxurious feeling of watching the Hawaiians ride on the Waikiki beach, ride the wave in. You just want to relax. This has always given me a sort of symbolic degree of relaxation whenever I get tense. I can ride with the wave symbolically. Then I have to come to life.

We face the problem of either accepting whatever the social forces give us in the future -- some of those that I have mentioned -- or of being prepared to organize ourselves in some way of bending these social forces for desirable end goals. And as practical administrators, I think we have an interesting task ahead of us. We need of course to invent forms and functions in the light of these identified characteristics, and I can see only one or two half steps ahead. But I think I have satisfied myself with an approach to finding a solution -- not a solution, but an approach to it. This is as far as I can go. It goes very simply, and very simple-mindedly in this manner:

I believe in community. I believe that the future community, the collegiate community, is best and most desirably organized as a seminar, what I choose to call a seminar, which is a way of throwing emphasis upon the learning itself, the search for a solution to the problem is the administrative approach. Not to impose a structure or rule but to organize student life as a seminar in search, first of the problem itself, identifying the problem.

Now, every student knows what the problem is, and knows the answer. Left to themselves, the campus is split into warring, competing answers to everybody's different questions. I think we can organize student life so that annually, at least in the first part of the year, seminars are organized to identify issues needing re-examination and review.

I find this to be an intriguing educational function of this personnel staff, which needs a little bit of re-tooling once in awhile, because we do not think of ourselves as being in the business of helping students learn what the questions are. We are more apt to have answers, sometimes answers for questions which have never been raised. This is a major task (function) it seems to me, organizing seminars of students and staff and faculty and administration, which will identify issues that need re-examining, including the sacred rules of the past.

My, my! Will the administrators be reluctant to reopen settled issues? You know the mentality. Let sleeping dogs lie. We settled that five years ago, don't re-examine it now because maybe you will have to revise the rule. But we deceive ourselves if we think that any rule is closed.

I really think we would get further if we had an annual re-examination of all rules and regulations and policies, an annual one organized, required of students. That would be quite a major revolution in itself.

Secondly, organizing task forces which will search the available, relevant knowledge. I referred to the fact that in cultural anthropology they may have some better knowledge of how to cement a community together through ritual and symbolization. For the most part, we have not turned to this source of knowledge. We have not used the experts that are available on the campus. There are other sources of knowledge that may have some bearing on the issues that have been identified, and to organize a task force is to organize a learning operation on the part of staff and students.

Then I would follow this, even if I had to invent my own student newspaper, to have campus wide organized discussion and evaluation of both issue and relevant knowledge. I believe in public discussion of community problems. It takes the heat out of it. It makes a "true believer" less effective, and it encourages students to think about their own community life, and I find this to be relevant to the mission of higher education.

There is a good deal of non-thinking solution of student problems outside of the classroom, and I think we have not intellectualized the out-of-class life of students with the materials at hand.

After prolonged campus discussion -- keeping it going as long as possible -- then I would reorganize the task force to invent things to be done as a result. This again is a simple minded approach, but I think it has some possibilities. Again I would have widespread discussion of the recommended things to be done so that everyone in the community has his say, his opportunity to evaluate. This is a community consensus-taking process. It is time consuming and fatiguing, but it produces learning. One of the most important learnings is that persons learn to discuss and evaluate other person's notions. I find this to be congenial to the concept of college as a place where people use their cerebral cortex.

Finally, out of this shake-down process I think would come some kind of a consensus. I found a model description of this in the writings of Horace Kallen, under the title "The Education of Free Men." He says, "The time comes when the men and women diversely engaged in any

undertaking, if they have freely discussed with one another their purpose, their ways of working and the results they work out, find themselves in an agreement which is neither the result of a vote taken nor a compromise arranged. It is a consensus that has grown from the competitive cooperation and cooperative competition whereof free discussion consists. The process which consensus consummates is such that no participant is coerced, and each has the same liberty as the others to enter his own theory and practice in the many-way flow of ideas."

Kallen also refers to the Mayo studies of sometime ago which indicate that this kind of consensus taking in industry actually produces an increased output, and in this case I think the increased output would be a more intellectual community learning.

Such a program of action asserts that the personnel staff shall actively engage in a leadership role in the extracurricular activities, recreational and intellectual as well, to help students and their leaders each year learn ways of organizing and managing separate and community affairs in the interests of individual students in their striving for self realization and also in the common interests of the whole community -- beyond self centeredness into other-centeredness as well.

I find some comfort for this point of view in Dewey's philosophy which says that "if democracy has moral and ideal meaning, it is that a social return be demanded from all and that opportunity for development of distinctive capacities be afforded all." This is the other side of the coin. It is otherness as well as selfness.

I am reminded of Harold Taylor's characterization of students. It gives some support to the approach to a solution that I am suggesting. Taylor says in one of his writings, "by and large students do the things that are expected of them." Now this I find comforting, that students can be educated to become effective members of the community, in the same way that they can be encouraged by expectation to become effective searchers after the truth.

I have a great deal of enthusiastic optimism about the possibilities of the future campus. I am not at all distressed at the inevitable size of enrollment that is coming. America has apparently determined that it is going to use the instrumentality of education for raising the cultural and intellectual level of the society. We are in for increases. My kind of institution will be increased most. Therefore, the task, rather than being one from which we should turn, it seems to me it is a challenging opportunity to invent, in cooperation and coordination with student leaders, to invent new ways of helping to organize student life so that it is increasingly productive of more effective



self realization through contributions to the community as a whole in the interests of both self and other students. I am quite optimistic. I wish I had more than the ten years remaining in my professional career to explore many of these challenging issues.

Thank you. [Prolonged applause]

CHAIRMAN NYGREEN: Thank you, Dean Williamson. I think the applause expresses our appreciation for that provocative and insightful address.

Now we are adjourned until the Ohio State University Campus program. Thank you very much.

... The Luncheon session recessed at three-ten o'clock ...

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## JOSEPH A. PARK MEMORIAL BANQUET

Saturday, April 9, 1960

The Joseph A. Park Memorial Banquet convened at six-thirty-five o'clock, President H. Donald Winbigler, Stanford University, presiding.

PRESIDENT WINBIGLER: For the invocation I present Director Joseph C. Gluck from West Virginia University.

DIRECTOR JOSEPH C. GLUCK (West Virginia University): Let us pray.

Almighty God, our heavenly father, our hearts are open to Thee. Hear our prayer as we ask Thy guidance and blessing. Bless not only this food from Thy hand, but bless all of us as well, our Father, in the various tasks we are assigned throughout this earth. Help us to stay away from the easy answers. Forgive us, our Father, from the deadly sins of pride and sloth. Guide all of us as we do our work that we may see Thy hand. And help us that we may be always laboring to the upbuilding of Thy kingdom on this earth. In Christ's name we pray, for His sake. Amen.

... Dinner was served ...

PRESIDENT WINBIGLER: Ladies and Gentlemen, it will be difficult if not impossible for me to overstate the deep satisfaction I have already received in the assignment of introducing the Toastmaster. Ever since I met him, I have been wondering what the blazes "D'O." means in William D'O. Lippincott. This is the first time I have ever had a socially acceptable occasion for asking. Now I know. It is William D'Olier Lippincott, which I know will delight you. (Laughter)

Bill comes from a Philadelphia family. He is a Princetonian through and through. An uncle and brother preceded him to Princeton, where he graduated in 1941 with honors as a student in MEL&L, which I understand according to Princeton alphabetic soup is Modern European Language and Literature, and/or Literature and Language. He was also active in student affairs.

Immediately after his graduation he entered the service in the Army and landed in the field artillery. He rose to the rank of Major, and in the Okinawa campaign served in the 10th Army artillery section. Tonight I am told he is strictly a target.

In 1946, returning from the service, he joined Princeton again as assistant to the Dean of the College. After three years he had outgrown that assignment and was made Assistant Dean of the College. After five more years

that berth was too restrictive, and an entirely new office was created for him, that of Dean of Students. At Princeton he chaired several important faculty committees, and in addition plays a very active part in community affairs in Princeton.

In NASPA he has been serving as a member of the Executive Committee.

I am honored to present to you your Toastmaster, William D'O. Lippincott. (Applause)

TOASTMASTER WILLIAM D'O. LIPPINCOTT (Princeton University): Mr. President, Ladies and Gentlemen: President Don, thank you for that introduction. It was beyond the call of duty, and I appreciate your reference to my middle name, which could easily have been omitted. (Laughter)

I feel that it is very much of an honor that I have been asked to serve as Toastmaster tonight, although I must say that I approach the task with a certain degree of trepidation, not only because I am aware of the memorable remarks which those who have preceded me in this task have made, but also since I have been somewhat unnerved by a colleague older and wiser than I, who knew I was to be standing before you tonight, and urged that I look up the definition of toastmaster, and behave accordingly. Mr. Webster says, "At a banquet, one who presides and introduces the after-dinner speakers," period. To me, this has somewhat restrictive implications, as I recall the advice of my father, who was a Quaker, who said to me many years ago, "Young man, thee must learn not to give expression to every thought which goes through thy head." (Laughter)

I also recall that a young member of Parliament once asked Disraeli if he should speak at his first session. Disraeli said, "No. It is better that thee wonder why you did not speak, than thee wonder why you did." (Laughter)

So I feel constrained to proceed but briefly before doing what a toastmaster is supposed to do. Besides, this is the time of year at the end of a long winter, which gets longer and longer every year, when all deans feel tired and irritable and insecure. We sometimes do not know which way you or your profession is heading. An FBI man has recently been appointed dean at a well known university on the west coast, and a dean from a well known university on the west coast has taken over the Chicago police department. (Laughter) It is kind of confusing. (Laughter)

Furthermore, this is the time of year when one's ability to understand that certain well-known brand of alumnus becomes questionable. The other night, for example, I was awakened by a phone call from one of our loyal supporters who always seems to confuse me with our Director of

Admissions, because both of our first names are Bill. (Laughter) In the midst of some sort of a celebration, he was moved to call me to complain about an admission case. The son of a friend of his, we had the wrong slant on the boy, etc., etc. After twenty-five minutes of listening, I agreed to look into the matter so that I could get back to sleep. I asked him for the boy's name, to which he answered, "I don't see that that's any of your damn business." (Laughter)

Incidentally, I cannot tell you how glad I am that I am not at an alumni gathering tonight. Recently when addressing such a group, during an extremely erudite reference to student behavior and discipline, I was rudely interrupted by a contemporary of college days who shouted, "It takes a thief to catch a thief." (Laughter) A bad swipe at the dignity of the dean. (Laughter)

I do want to say, however, that the sessions and the discussions during this conference have convinced me all the more that our profession, call it what you will, like almost every profession -- law, medicine and others -- combines a body of content, specific knowledge, books, pamphlets, written procedures, techniques, with an often intangible art. In our case, the art of deaning, where so much depends on the human wisdom and simple good sense of the individual. I venture to say that every NASPA member in this room knows that herein lies the basic challenge of our profession. The frustration, yes, but also the true reward. When we are constantly dealing with individuals (students, parents, colleagues) these are the values that endure. These are the values which make for success or failure.

I happen to know an aged boat builder in Maine whose approach to life seems to me to illustrate this combination of the logical and the instinctive. One day, toward the end of the war, he was standing out on the point by his boat house, and a large bomber flew out over the ocean from the Bangor air base. It was a particularly unusual looking bomber, because it was covered with experimental weather equipment and gas tanks and so on. This old gentleman's son was standing next to him and he said, "Say, father, how'd you like to be up there in that damn contraption?"

The old man looked up and he said, "Well, son, I'll tell you one thing. I'd hate like hell to be up there without it." (Laughter)

Later a boat was brought into this boat builder's yard with a bad leak. The owner of this boat felt that he was pretty much of an expert on boats, and yet he had not been able to find this leak. The boat was pulled out of the water and within thirty seconds this old boat builder had gone over and sniffed at the hull and found out where the leak was, and called his foreman over and suggested that he get to work on it right away. The owner was very

surprised. He said, "Mr. Gammage," as this fellow was called, "that was amazing. How did you know that so soon?"

The old man looked at him and said, "Dammit man, I can't understand all I know." (Laughter)

This same man of wisdom is alleged to have cut off his dog's tail just prior to a visit from his mother-in-law, since he did not want a sign of recognition of her from anybody in the house. (Laughter) I am not sure I know where that fits into my analogy. (Laughter)

Ladies and gentlemen, I would be happy to continue discussing that educational philosophy (laughter) but I realize now that I had better get on with my assigned business. I am particularly happy now to come to the next period of enlightenment in our program. I must admit that I bewail the fact that there is not as much lightheartedness in our day as there used to be. This state of affairs sometimes can be improved through music, particularly that produced by the human voice.

The group you are about to enjoy, under the able leadership of Mr. John H. Muschick, is well known in these environs for its wide repertoire and for its engaging, unusual and polished technique of performance. You are about to see the lovely young ladies from Ohio State, The Co-Eds.

... The conference was entertained by the wonderful musical selections of the Ohio State University Co-Eds...

TOASTMASTER LIPPINCOTT: As the Co-eds are leaving I would like to thank them for a very inspiring performance. [Prolonged applause]

At one of our sessions during the conference at this time we were given a new definition of a psychologist, as one who when a lady walked into the room, instead of watching the lady, he watched everybody else. During this entrance of these ladies, I found that I was looking for the psychologist. (Laughter) I don't know what that makes me. (Laughter)

I would like to ask the Chairman of Commission I, Jack Clevenger, to come up here for brief introductions of the representatives of other Associations. Jack.

... Introduction of Guests, Officers, and representatives of other Associations [Prolonged applause] ...

TOASTMASTER LIPPINCOTT: I think no series of introductions at a NASPA gathering would be complete without asking our Placement Officer, a man of many services to NASPA, to take a bow, Shorty Nowotny, Dean of Student Life at the University of Texas. (Applause)

It seems appropriate at this point in the program to ask Mylin Ross to introduce the Park family and University guests. Mylin.

... Introduction of University Guests who are also serving as Hosts at the Banquet, and Guests at the Park Table ...

DEAN ROSS: We have purposely saved Mrs. Park's introduction until last. Now it is my privilege to officially introduce to the 42nd Anniversary Conference of NASPA, Mrs. Joseph A. Par. Ruth, will you please stand? [The audience arose and applauded]

TOASTMASTER LIPPINCOTT: Mrs. Park, to you go our warmest regards. It means a great deal to all of us to have you with us.

Now I would like to pay tribute to the oldest, in years only, living president of NASPA, our eighteenth president, in 1936, Will Alderman and Mrs. Alderman. Will you take a bow, sir? (Applause)

We have in our midst a dean about to retire, who I understand says that he intends to do so on June 30th next, at five p.m. (Laughter) I would like to ask Fred Turner, whom none of us know (laughter) to say a few words about this gentleman.

DEAN TURNER: Toastmaster Bill, Ladies and Gentlemen: This is an honor that I get to participate in tonight. It concerns R. C. Beaty.

Let me say at the outset that this name R. C. Beaty frustrated me more for a long time than almost any man I encountered for the simple reason that he always wrote letters to me and signed them "R.C." and he always addressed me as Fred. I looked in the catalog and looked in Who's Who and tried to find out what this man's name was, and I never could find out anything about R.C. Finally I asked somebody and I found out his name was Robert, so from now on he will be Bob.

Bob Beaty announced, after he came up here to this meeting, it was announced in the Alligator, the student newspaper, that he was about to retire after this year. I will run briefly through his record at the University of Florida.

He received his Bachelor degree in 1917 at Mississippi. Then he was in the war, where he was a Sergeant, the first World War. He did graduate work at Vanderbilt and picked up another Master's degree, at the YMCA College, he was YMCA secretary at Georgia Tech. In 1925 he came to the University of Florida as YMCA secretary. At that time the University of Florida was a man's school, and the girls were all over at Florida State College for Women at Tallahassee.

Then he had three years as professor of sociology. Then he was Assistant Dean of Students, up until 1937, with our old former member, B. A. Tolbert. Some of you will remember Dean Tolbert. Then in 1939 Dean Tolbert died suddenly and unexpectedly, and Bob Beaty was given the position of Dean of Students. In 1947 he made a sudden transition when women were admitted, and Bob became the first Dean of Women at the University of Florida. (Laughter)

In 1948 another reorganization, with quite an elaborate setup, placed Bob in the position of Dean of Men, which he carried until 1956, when he assumed total responsibility to become Dean of Student Personnel at the University of Florida, which position he still holds.

He has served the University of Florida under four presidents, three acting presidents, and he has worked with 37 student body presidents. And he can still live to tell the tale. (Laughter) That is quite a record.

He has actively contributed to NASPA through the years. He was Vice President in 1958 and 1951. He has been active in the Southern Student Personnel Association and has been honored by many organizations of national character. His office walls, I am told, are covered with pictures of former students who have gone far in their life's work. One of the members of the Association gave me this brief statement. He said:

"Like many other of the Grand Old Deans, Bob has been a true friend of the students and has been deeply concerned with their welfare and success as students. In his capacity as Assistant Dean of Students, Dean of Students, Dean of Men, and Dean of Student Personnel he has evolved, developed and directed all the aspects of our field and has himself been the consistent and persistent champion of the student and has not only laid the foundation, but been the foundation of student personnel work at the University of Florida.

"One of his chief concerns and interests has been in providing an adequate program of student financial aid. As he retires from the University on July 1, 1960, he is not retiring from student personnel work, for he will become the Director of the Loyalty Fund for the Alumni Association, and in this capacity will continue to provide for the needs of students through scholarships and loan funds, and work with loyalty funds."

Bob, we used to have an organization -- we did not have it very long but we had an organization that we called the NABOBS. That was back in the days of NADAM. The NABOBS were actually the National Association of Best Old Bulls. That was it. But we never could get anybody to make a pin for the organization so we had to quit. But we welcome you

to this former organization that we have had, and you may be assured that you are still a member of the organization, even after July 30, 1960. (Applause)

TOASTMASTER LIPPINCOTT: At this very significant point in our program, may I ask Bill Guthrie and Don Gardner to offer memorial tributes in memory of Dean Joseph A. Park.

DEAN GUTHRIE (Tribute to Dean Joseph A. Park): Mr. Toastmaster, Mrs. Park, Connie, Mary Esther, and Ladies and Gentlemen: To each of us here on the campus, Dean Joe Park has some special meaning in our own individual lives, and significance in the life of the campus. In these two ways we are doubly indebted to him here. Not in the "shadow" of the man who preceded us, but in the light of his path, the work of the Dean's office has followed his pioneering work begun a third of a century ago and carried on until his untimely passing in 1952.

From a flood of memorable experiences and from all the impressions of Dean Joe Park that are still a reality today in my own mind, I mention only three.

Above everything else, Joe wanted to serve the students. He served them in their individual needs and he had an uncanny sense of the ways in which he could work effectively with student organizations. I think it was this simple but fundamental devotion to his chosen work which influenced many of us to enter upon and remain in student personnel work as a career field. I still remember his comment about the famous NADAM conference speech entitled "The Disappearing Dean of Men." Humbly and profoundly he observed, "The title doesn't matter. I'll be content as long as I can work with students and there'll always be that kind of important work to do."

Dean Joe Park's genius in establishing rapport with students was well shown. It was based on his respect for them. He met students everywhere, and he remembered them. They recognized the esteem in which he held students and student opinion and student organizations. The present forms of student senate, student court, the fraternity system, and the dormitory government reflect his abiding faith in the judgments which young people will make in the conduct of their own affairs.

His most effective device to communicate with students was a simple post card addressed in his own hand, saying only "Next Tuesday, 8 p.m., in my office. Okay? Joe." This was known to be a personal call for help in understanding a current campus problem. And the technique was most effective in communicating the Dean's thoughts on a matter at hand, although he insisted he always received help and met with students for that purpose.



Last and perhaps of greatest importance, the Dean was known for his respect for the lasting values in life. He taught a Sunday school class for years. He worked actively with the churches and church foundations. He talked to student groups casually but earnestly about the "old fashioned virtues," and there was nothing stodgy about it. It was his own life, the exemplification of his words, which made the words effective with people he met.

He lived the lives of his students, their joys and fun, and their problems. He shared their sorrow when tragedies came in their lives, he was a helper. I remember Joe's grief expressed repeatedly during the war period as news of the deaths of Ohio State students in the armed services out over the world reached the campus. His voice would break as he talked about them.

Dean Joe Park wrote a memorable piece in the Alumni Magazine at the end of the war, when the war service story of Ohio State University men and women was told. Part of it is quoted herewith, because it reflects his own thoughts about the importance of each person, each in our own places, in life, and I am quoting:

"Six hundred and thirty-five of the finest young men and women of their time. How shall we face the overwhelming fact of their going just at the threshold of bright, useful lives? Can we face it less courageously than they?...

"Here, among the scenes that were so familiar to them, the University goes on. The campus once more is thronged, in large part by their friends and comrades. ... It would be easy to assume that the University as it prepares to face new problems and changing situations is unaffected by its loss. This is just not so. She is a composite of all those who have taught and learned here. Paradoxically no one individual is indispensable, yet every one who has been a part of her has shared in determining what she is and what she shall be. ... A gallant group, those who precede us. May we be worthy of them."

May we too be worthy of the Dean who has preceded us!

VICE PRESIDENT DONFRED H. GARDNER (Tribute to Dean Joseph A. Park): Mr. Toastmaster, Ruth, Girls, Ladies and Gentlemen: From 1928 to 1952 Joe Park was one of the mentors and stalwarts of this Association. To many of the newer members of this group, it is difficult to convey the deep feelings of friendship which permeates the organization and were so evident in the early days.

There are a great number of educational organizations in the United States today, but I believe the consensus is that NASPA and its predecessor NADAM, contributed something not found in other groups. I am sure those of us

called the Old Guard know that it exists even though we cannot clearly interpret it.

Joe was one of the pioneers of the Association and one who contributed so much to the development of its esprit de corps. When you called the roll of the old leaders, Goodnight, Bursley, Clark, Coulter, Tolbert and Moore, Rienow and Nicholson, Gauss and Culver, Zumbrunnen and Field, not to forget Will Alderman and Joe Somerville, you always include Joe Park.

Some of us can see him now, with Ruth usually alongside him, particularly at certain events which contributed so much to the fun and fellowship of the Association. The famous ride on the private train to Boulder. The great nutrition event in Arkansas known as the Strawberry Festival. The Harp singers of Tennessee, getting confused with the mental health group at Gatlinburg. The machine gun nominated interview with Huey Long. The rousing controversy over the "Disappearing Dean of Men" speech at Austin, Texas. The futile efforts of some psychiatrists to analyze a few of the members of the Association at Colorado Springs. And many other similar affairs.

Then there were the exasperating and confusing days of NYA, fraternity squabbles, ASTP, the controversy over the name of the Association, and particularly the trying war years, when this organization and its future were teetering in the balance.

Then it was Joe, as President in 1943 who held a meeting here in Columbus and kept the Association together. Joe was always there at such times with his sage advice, helping keep the association and some of us younger hotheads on an even keel.

In one field he did special yeoman's work. That was holding the honorary fraternity situation in line. The job was done so well that today most of you do not even know the trials and tribulations connected with that situation.

As memory serves, Joe appears so clearly, always calm, always stable in thought, ever kindly and considerate of others, and ever willing to give a hand to any and to all.

Year ago Stanley Coulter used to repeat a poem which Joe and I and others felt stated our personal philosophy and that of the Association. I thought it would give to you who did not know Joe a picture of what he believed in; to those of us who do know him, reaffirm your belief in our work.

A little braver when the skies are gray,  
A little stronger when your road seems long.  
A little more patience through the day,  
And not so quick to magnify wrong.

A little kinder, both of thought and deed.  
A little gentler with the young and weak.  
Swifter to sense another's pressing need,  
And not so fast, the hurtful phrase to speak.

These are my goals, not flung beyond my power,  
Not dreams of power, beautiful but vain.  
Not the great heights where buds of genius flower,  
But simple splendors which I ought to gain.

These I can do from day to day  
Along the humble pathway where I plod  
So that at last when I am called away  
I need not make apologies to God.

So Joe Park believed, and so he lived.

TOASTMASTER LIPPINCOTT: Thank you, Bill and Don,  
for those moving and most appropriate words.

Now, Ladies and Gentlemen, the man whom we have all  
been waiting to hear, our honored speaker of the evening.  
This gentleman has an enviable record in the field of educa-  
tion. He received his B.A. degree at St. Olaf College in  
1913; at the University of Minnesota his M.A. in 1926; and  
Ph.D. in 1928. Honorary degrees were conferred upon him by  
New York University and Elizabethtown College in 1956.

He has been a high school teacher, principal,  
superintendent of schools. At the University of Minnesota  
an instructor of education, assistant director of the  
Bureau of Educational Research, and Research Assistant for  
the Public Schools of Minnesota; a professor of education  
and dean of the School of Education at Northwestern, and  
later at New York University. He was president of Montana  
State University and chancellor of the University of Mon-  
tana.

He is currently distinguished professor of educa-  
tion at Michigan State University.

His membership in educational organizations and  
others represent activities far too numerous to mention now.  
Author or co-author of several books, including "Administer-  
ing Community Education" 1955, and "Education of Free Men"  
1956. He is a gentleman, as you can see, of remarkably  
diversified experience, a prolific writer, and distinguished  
educator, whom I am honored to present to you, Dr. Ernest O.  
Melby. (Applause)

DR. ERNEST O. MELBY (Professor of Higher Education,  
Michigan State University): Mr. Toastmaster, Distinguished  
Guests, and Friends in NASPA: One of the things that you  
learn when you are in a position as a dean or a president is  
that you are almost constantly asked to speak on subjects  
about which you know little. And there is no exception here

tonight. You have had a long program. I have read it. You are yourselves outstanding experts in this profession. A little belated this afternoon I came in to hear my good friend Ed Williamson's wonderful presentation, and he stole half of my speech. And when I looked at the program and saw the other topics, I realized that it had all been said already.

Consequently I hurriedly made a few additional notes, and decided to approach this from a slightly different angle. But before I launch into that, I would like to say something about the personal aspect of my visit with you.

It was a real pleasure to come here because I know that you, as members of this Association, with the kind of work that you are in, share many of the concerns that have been mine over a very long period of professional service. As I have already mentioned, it was a real inspiration to hear Mr. Williamson again. It was fine to sit here at the table and renew my Northwestern experience with Dean McLeod. Then of all things, when I walked in here this evening I ran into one of my college students from Missoula, Montana, who now is the distinguished Dean of Students at the University of Alaska. That just reminds me of how many years have passed and how old I really am.

That is a much more pleasant experience though than a fellow superintendent of schools I knew pretty well in Atlantic City. When I sat down beside him and I said, "How are you?" He said, "Not good." I said, "What's the trouble?" He said, "Well, a good many years ago I kicked a boy out of school, and now he has got himself elected to the school board." (Laughter)

All my experiences here have been pleasant ones, but sometimes when I think about the topic that has been assigned to me tonight, which has to do with the state of this profession, I wonder whether the people who work in this area, and whether the educational administrators in America, and the professors, really stop to think about how different our world is than it used to be.

Sometimes when I sit around up in our coffee room in this lovely building that is ours over at Michigan State, and visit with these young men, I get a strange feeling that they just have no idea of how the world outside of our academic institutions has changed. I sometimes have the feeling that they think that the classrooms and the students and the professors are the same kind of captive audiences, in the same kind of insulation from other influences, that used to prevail in my own college days.

#### STUDENT ADMINISTRATION: THE STATE OF THE PROFESSION

Actually, it seems to me that the world outside

of our universities has changed to such a degree that we do not even know any more what the relative influence is of what you and I do on the campus, and the influence of the television and this complex community.

When I visit with our students there at Michigan State, I see that they are a part of really three worlds. There is the world of their classes. There is the world of the campus. And there is the world of reality outside. For the vast majority of them, I fear, these three never meet.

They are consequently in a state of confusion and lack of realism. They cannot integrate these three worlds in their own education. Then when you and I look at the world outside and see what has happened to this America of ours since the Second World War, and you realize the deep spirit of cynicism that runs through so many people, the sickness of the spirit that pervades so many of our intellectuals, our writers, our poets, our musicians, our painters, the feeling of defeatism and futility that is in the minds of so many people, to say nothing of a kind of paralysis of the imagination about which so many psychologists and sociologists are talking these days, make no mistake about it, this is having its impact on our students and is making our campus job all the more difficult, and may, for all we know, be changing it far more than we have any idea.

More than that, these youngsters come from a world that is largely lost in materialism, that is worshipping at the feet of the Golden Calf as perhaps never before in human history. These youngsters come from a world in which issues of right and wrong are so ambiguous that it is extremely difficult to make up your mind just who is guilty and who is not. I will give you an example or two.

I have been going around to the dormitories and to the fraternity houses and the sorority houses and visiting in the evening with students. Recently I was in one of these groups and a boy said, "I am in engineering, and one of the exercises that we had recently, we had to build a wrench." He had a fancy name for it, but it is some kind of a wrench. Now, he said, "It has to be strong so that when the workman uses it, it will not break. But," he said, "the problem was to build it in such a way that it would only last three or four years and the person who bought it would have to buy a new one. So," he said, "we had to put a piece of soft, quick wearing metal in this wrench, and we had to put it in there in a place where it could not be taken out and replaced, and also so that it would not weaken the wrench so it would break when it was used, but it had to wear out in three or four years so that the person who bought it would be forced to buy a new one."

Now the man who makes these wrenches of course thinks that Charlie Van Doren was an awful scoundrel, and he

does not realize that he is involved in a piece of skuldugery that is just as bad as the quiz shows and everything associated with them. Beyond this, one of the things which is, I think, most significant is that the people who put on these quiz shows, who maneuver all of this -- and nobody surely is so naive as to believe they did not know what was going on -- we give dinners in their honor and give them awards, as we have recently begun to do. So the poor people that they led into this dishonesty are made scapegoats, but they go on now and can start some other nefarious thing before very long, when the public has forgotten the last one.

Make no mistake about it, there are students who see these things. I have been talking to them. They see the materialism too.

We have a police school on our campus. The other night one of these boys said to me, "I have a problem. I am in police administration here, and every time the boys ask me what I study and I tell them I am in police administration, I always get a stock answer, 'You darn fool, don't you know there's no money in that?'"

Now these boys and girls did not get these ideas from each other, except as the others also got them from the communities from which they came.

This afternoon Mr. Williamson commented on the importance of community, and the fragmentation of the university community. I am sorry I did not hear the first part of his talk, but maybe he dealt with this. The fragmentation that has taken place in the university took place first in the communities. And I have lived in these suburban communities. For thirteen years I lived in Evanston, that prides itself on having more people in Who's Who than any other town its size in the world, and can compete with any community I think with smugness; in Scarsdale, which probably would make a good competitor; and now in East Lansing. I do not know just why I landed in all of these places, but I did. I think I have had a chance to see this fragmentation, this breakdown of the cement that has broken us apart and caused us to lose our sense of relatedness to other human beings, to the government, and to society as a whole.

Of course, you know that Erich Fromm and others have pointed out that one of the outcomes, one of the results of our technological society is the separation in men's lives between their personal lives on the one hand and their public lives on the other. More recently, this is being reflected in the fact that even though we are rich beyond compare, never in my long experience has it been as hard to get money for education as now. One of the reasons is that by all the mass media we have been taught the doctrine that if you spend money privately, this is a virtue; but if you spend it publicly, this is a waste if it is not a sin. So this has been dinned into our ears, over and

over again until a great many people believe it. Along also has come a great cynicism with regard to the whole structure of education. Many people have come to believe that somehow or other education is not important, that there is in education great waste, and that a lot of education has to do with the eggheads and is not important in the real business of making a living.

I live near Lansing and the legislature is now in session there, and I hear plenty, and I suspect that what you hear in other places is not very different.

I have spoken of all of this because it seems to me that it is impossible today to consider higher education in America, and the task that it has before it, without considering the temper of the American mind, the state of mind of our people, the attitudes of our people, the major concerns of our people, the qualities and character of American society.

I think there is one thing I have learned in the forty-seven years I have been teaching -- maybe. I am old enough to have written in a copy book, and in the copy book I wrote, over and over again, "knowledge is power, knowledge is power." I finally came to believe it. I do not believe it any more. I know it is only a half truth at best. There are lots of people in the penitentiary whose knowledge is quite adequate. Many people in the penitentiary know their arithmetic and their mathematics, higher mathematics. Some people think that is one of the reasons they are there.

I am convinced more than I ever have been that the whole business of education on our campuses, particularly in the fields of higher education, has undergone a process of weakening from several sources.

One source is the increasing specialization of the college and university professor. It is almost impossible today to get an education to teach in a university or college. There is no program for the preparation of teachers, college teachers, anywhere. There are only programs for the preparation of college researchers. No program for the education of teachers.

It is very difficult to get courses in the colleges, and even in the teachers colleges, in the liberal arts subjects that are fitted for high school teachers. One of the difficulties is that even if you get a course that in its title looks like a general course, it is taught by a specialist in such a way that it ceases to be general.

I never really realized the extent of this kind of thing until in the two years that I was chancellor in Montana. I set out to find a president for the state college in Bozeman, Montana. I traveled all over this country to

find somebody. I found specialists in every field you can think of, and they were good. They were brilliant. But if I were to ask one solitary question and say, "What do you think is the role of a land grant college in the state?" they would say, "Oh, I never thought about anything like that."

The result of all this is that our country is full of people who know how, but very short on people who know what or why. We have no end of people who have narrow, highly specialized knowledge, but we are very short on people who know strategy. Reduced to military terms, we are replete with tactics, and short on strategists. Perhaps this accounts for the fact that in our country today, even though we are fighting an enemy that has a well defined strategy for decades and perhaps centuries ahead, we have no strategy for peace. If anyone knows what it is, I would like to see him, because I know of no one anywhere in this country who has a strategy for peace. And certainly we show no sign that we have a national strategy for peace.

I have spoken of all of these things tonight, because I think before you can define the role and the place of the student personnel worker, you have to clarify the position of the college, and of the college teacher, and of the college student. Until we do this, I think we are going to have constant trouble.

Let me illustrate it with a practical experience. Last spring, for four months, I served at Michigan State on a committee which President Hannah chose to call "the Committee on the Future." Sixteen of us were released to spend full time on this venture. I am very glad I had this experience, because I had not really realized, until I had this experience, what a conflict there was between the faculty of the university and the student personnel workers.

One morning when I came into the committee meeting and we had several people who had appeared to advise us, to give us ideas, somebody came in with the idea and said, "Well our student services in this University cost \$750,000. This is waste. What we ought to do is to do away with the whole student services business, and then we could have the \$750,000 for salary increases." Somebody then said, "Well, what about the counseling?" A man said, "We should select the kinds of students who do not need counseling, and then we would not need any counselors." (Laughter)

Then somebody said this \$750,000 included the health services, and another man said, "What is this, a welfare state? Why can't the students pay for their own medical service?" It was then pointed out that the hospitals in Lansing were not adequate to take care of our students, even if the students were able to pay their own bills.

Over and over again I found this feeling on the



part of the faculty people, that the counselors had somehow moved in, had somehow preempted something that belonged to them, and of course, you all know why you did move in. You moved in because increasingly these teachers failed to do their own counseling, or to meet their own responsibilities to students. And why did this happen? This happened because of the "publish or perish" idea in our colleges and universities.

I think the saddest thing that has happened to higher education in the years that I have had any contact with it has been the removal of the glory of teaching. I do not know of any other profession in America in which progress in the profession means that you get out of it. Now this is a really curious thing when you get down to it. If you become a surgeon, whoever heard of a great surgeon giving up surgery and doing research on surgery? You never heard of anything like that. Whoever heard of a great surgeon giving up surgery and becoming a hospital manager? No, this does not happen. Many surgeons do surgery as long as they live.

All right. What do we do? Everybody who goes into college teaching and university teaching seems to -- he is going to get out of it one way or the other. One way to get out is to be appointed a research professor. This is the greatest honor that can come to you. Then you won't have to teach at all. Another way to get out of it is to become a dean or a president, and then you won't have to teach either.

Now really, the plain truth of the matter is -- and I have held all of these different kind of jobs, I have had all of these titles, as the toastmaster indicated, and they have not done anything for me. I did not have any more wisdom when I was a full professor than when I was an instructor, and no more when I was a president than when I was a dean. No mantle of wisdom falls on you when you get one of these titles. On the contrary, you feel weaker and smaller and more inadequate than ever. You have more responsibility and you are more scared.

The plain truth of the matter is, of course, that there is not anything in the university or the college, or anywhere in the whole educational structure, which exceeds teaching in importance, and in dignity and significance, and any other kind of adjective or descriptive term you want to apply to it. Teaching is the core of education.

But now we have done something else. Somehow or other we have interpreted teaching to mean lecturing, and we have worked this thing out in such a way that among professors the all-important thing is that you teach, and evidently unimportant that you learn. So we got the idea that nobody could learn unless he is sitting in front of somebody who is lecturing to him. This of course is utterly stupid. These kids in our colleges and graduate schools can read

better and faster than I can. Why should I go and read these things and then regurgitate this for these youngsters? Perfectly ridiculous kind of thing when they are competent to do this for themselves. But the worst part is this over-emphasis on teaching, teaching, teaching, and under-emphasis on learning. Nobody wants to learn.

Now let me illustrate. You know I went to Michigan State University and the dean called me into the office one day and said, "Look, we want you to be kind of a counselor. You had all these years of experience, you ought to know a lot about this." He said, "We want you to sit around and visit with these people."

You know what happens? If I go to one of these young men and in the least word even imply that I am teaching him in some way, that he is to learn from me, they just fly to the four corners. That is the last thing they want. But if I go to them and say, "Look, I'm working on a problem and I'm stuck. Maybe you can help me." Then they come to me from all sides, because then when they can teach me, this builds their ego, you see. But if I teach them, this lowers their ego.

What could have happened to us to get to the point where somehow we have lost the zest for learning, because learning is exciting? It seems to me that one of the things that a college ought to do is to induct people into the excitement of learning.

All right. We did not do it, and why didn't we do it? The over-emphasis on research and writing and "publish or perish" and the excessive specialization has converted the college instructor from a teacher of boys and girls, and men and women, to a developer and discoverer of new knowledge of some sort. This is where the glory lies; this is where the emphasis is put. So time that he gives to students is waste from his point of view, and he does not give any more than he has to.

What is more, I am becoming more and more impressed with the fact that this highly specialized education is unfitting us to be counselors of students, even when we want to, because I think if you want to be a counselor you need a broad background of understanding. You need to know something about human beings. You need to be something of an interpreter of the life of the period in which you are living. You need to have a few insights into the art, the music, the literature, the thinking and feeling of the world, and of our time. This is a broad education. This is the human touch. And what research today has time to work on the human touch?

So it is not hard to explain the growth of the student services enterprises in our various universities.

This is a perfectly natural thing. But now, what are we going to do about all this?

I came out of this experience last spring with a few notions about it, and in the few minutes I have left, I am going to mention them to you.

In the first place, it seems to me that we need to reorganize the preparation of the college teacher. I said to the Ohio College Association in this same room at noon today that I believe this is a great job for the emerging universities, the smaller universities, so-called, that have not yet gone as far down the road of high specialization, and if they want a job in America, a field that they can cultivate, this is their field, to attack seriously the task of preparing college teachers.

To my point of view, this is not a lower order activity. If anything, this is a higher order activity, because I think it takes more real scholarship to be a teacher than a researcher. A researcher can be prepared in a relatively narrow field. A scholar-teacher has to have a broad understanding, and a wide and deep culture both.

Beyond the preparation of teachers comes, it seems to me, a new set of motivations in our institutions. We have to begin to reward people for teaching. We have to give the teachers in our universities the feeling that teaching is important, that it is the thing of highest importance in the institution, that nothing is more important than creative teaching.

Then it seems to me we have to do something else. If we are going to help these people to acquire the kinds of qualities of mind and heart that will enable them to teach, we are going to have to build a set of relationships between the personnel administrators and the professors.

One of the things we discovered last spring was that in our university there was virtually no contact between these two groups of people. One of the reasons that the professors feel the way they do is that they know virtually nothing about what the student personnel people are doing; and the student personnel people know very little about what the professors are doing. We need constant communication; we need to know each other; we need to work together, think together; and I can say to the professors in the various universities and colleges where I go, that the professors do not believe it. They think the student personnel workers are anti-intellectual. But in my book, the student personnel people are more intellectual than the professors. They are more dedicated to the meaning of a liberal education. They are trying to achieve this. But they are constantly up against the task of working with highly specialized people who do not seem to sense the

meaning of the liberal education. So common between these two groups is one of the most important elements in this situation.

Then it seems to me that we have to examine the whole structure of college and university administration. I was in a university not very long ago where a certain dean shut the door and cried on my shoulder for awhile. He said, "You know, I do everything for my faculty. I get salary raises for them. I get better offices for them. I try to get them the materials they need. I do everything I can. But morale is not good."

Well we sat there for a little while, and I had been around and talked to some of his faculty so I knew a little bit about what the situation was. I said, "Look, if some morning when you come to this building, if you would, instead of going up there on the third floor to your office, if you would stop on the first floor and walk into the first professor's open door that you see, and sit down in a chair and unburden your soul to that professor, and then after a half hour or so go on to the next one, and the next one, and spend several days doing that kind of thing, maybe weeks." He looked at me and his desk was all piled with stuff. He said, "What would I do with all this stuff on my desk?" Well I was a little facetious, but I said, "If you don't answer it for a month, you wouldn't have to answer it." (Laughter)

Anyway, I tried to help him see that his faculty was suffering not only from empty pocketbooks, but from empty hearts, that they did not have a sense of belonging, a sense of oneness, a sense of being on the team, and they did not feel that he was communicating with them. They talked to him, but he did not talk to them.

Over and over again I see this. All over the length and breadth of this country there are hundreds and thousands of professors and teachers in our colleges and universities, and you know that their morale is not good. They are not distinguished by high morale. And you and I who have to work with the students are often dissatisfied with the way they treat the students.

The professors are not going to treat the students any better than the administration treats the professors. Anything you want the teachers to do to the students, do that to the teachers first. Oh, if I could get all the presidents and all the deans together in one room and keep them there long enough to say this to them in every language at my command! And if they would go out and practice it, this would do more to bring dynamism into higher education in this country than any other single thing.

Somehow we seem to have forgotten that education is a human enterprise, that human relations are at the core

of education, that getting an education is a period of creative living in one's life, and that the only way you can live creatively is to be with other people who live creatively, and that creative living with students on the part of administration and faculty of all kinds is the very essence of teaching. And this is the essence of learning.

Somehow or other there has come into our America, this glorious country of ours, a kind of a sickness of the spirit, a kind of atrophy of the imagination. I think we have a problem to contend with, and a serious problem. And if you talk about competition with the Russians and the Chinese, if you talk about the hazards to freedom in the world today, here is the key. Freedom will live in the world, freedom will win in the competition with other ideas, if more than any other way of life it releases the creative powers of individual human beings; if more than any other way of life it helps individual men to become all that God intended them to be.

This, to me, is the challenge in teaching. It is the challenge in administration. It is the challenge for the student personnel workers. Yes, it is the challenge for every lover of freedom in America and all over the world, because the road to the hearts of men lies not through bombs and missiles, or merely through filling their stomachs. It lies through overcoming the emptiness of their hearts, and helping them to see that they are not islands, to use the language of John Donne, but a part of the mainland. [Prolonged applause]

TOASTMASTER LIPPINCOTT: Dr. Melby, we are greatly indebted to you for those provocative and cogent remarks.

Ladies and gentlemen, you have been very kind to your toastmaster tonight. Maybe it is because -- in case you do not know it -- National Laughter Week begins tomorrow. (Laughter) As I turn you back to your President Don Winbigler, who will be President for another few seconds, I thank you. (Applause)

PRESIDENT WINBIGLER: Thank you for a splendid job done, Bill. Dr. Melby, as you were describing the professor with the piles of papers on his desk, I couldn't help recalling a colleague of mine who has three baskets on his desk, with three separate labels. One of them is labeled "Very Urgent." The second, "Must be done before I go home." The third one, "My god! Didn't I do that last week?" (Laughter)

In bringing this year to a close -- these nine short months since our meeting at the Harvard Graduate School of Business last June -- I am flooded with feelings of relief, which many of you will understand, but also with feelings of comfort and gratitude. Gratitude to Glen Nygreen for the splendid job he has done as our Conference Chairman, to Carl Knox for his faithful, efficient, loyal and ever-

present service as Secretary-Treasurer; to Bill Guthrie and Mylin Ross and their colleagues for the splendid hospitality we have all enjoyed here; to the literally scores of members of the Association who have served the Association this year on committees and commissions and getting the work done; and especially to the members of the executive committee who I think have worked as hard as any executive committee in NASPA history. I want to mention especially that they have given of their time for four meetings in this short period, including the one at Boston last June.

This conference at Columbus has been the occasion for my recalling that I attended a conference at Columbus ten years ago, at the Deshler-Hilton, and that on the occasion of that conference the delegates were entertained at Ohio State at a reception in the faculty club. We went by bus. In the party was a little guy, in my bus. The conductor was a very handsome all-American boy with blond hair and pink cheeks, who had practiced his tour very carefully. There were many distractions on the bus, and finally as we approached the campus, he threw up his hands and said, "Ladies and Gentlemen, I don't know what to do. I'm supposed to be on page 3 when we got to the penitentiary. We are past the penitentiary and I haven't finished page one yet."

One of the agreeable delegates took over his trip for him and read it, and he was very agreeable until we were approaching the campus from the agricultural college side, and there by one of the barns, which I believe has now disappeared, on a knoll lay a tremendous Hereford bull. With this the young man jumped to attention and introduced us. His account of the academic biography of the Hereford bull would have done credit to the university public relations department. I noticed that the bull had an exceedingly sad mien. And from the back of the bus I called out, "What makes him look so morose?" Quick as a flash, the young man came back and said, "Oh, he's retired." (Laughter)

In retiring from the office of president, I do so with no sadness whatever, especially in view of my knowledge for and acquaintance with the president elect. He represents one of the finest achievements and products of the city of Columbus. He is a native of the city, has two degrees from Ohio State University. He has been associated with Ohio State University for almost a quarter century, professionally. In 1936 he became Assistant Dean of Men, and director of student employment, the first, I understand, to occupy that later office.

From 1943 to 1957 his work was centered in the College of Arts and Sciences, where he was first acting Junior Dean, and then Senior Dean, and finally Associate Dean. In 1957 he was made Assistant to the Vice President for Student Relations, and then since June of 1957 has been

Executive Dean for Student Relations, one of six administrative officers composing the president's cabinet. He is also a member of the faculty of Ohio State University School of Social Administration. A Rotarian, very active in community affairs. He and his lovely wife, Jane, are very cherished members of NASPA.

Bill, it is with a real sense of pleasure and gratification that I turn over to you, as the President of NASPA, the gavel of the Association.

... Applause as President Guthrie assumed the Chair and as Mrs. Guthrie was asked to stand ...

PRESIDENT GUTHRIE: I am tempted to vary from my brief prepared script, particularly after hearing the Ohio State story you have just told. In reference to retirement, I think I could put some new flavor into that story. (Laughter) My script, however, says instead, and it is sincere:

It is with great pride, but humbly that I accept this charge that has been given to the team of deans who will represent your leadership in NASPA this next year. I want to announce six new members of the Executive Committee, and I would like to call the names of the full Executive Committee which will be the new members, and the officers, so that you will know this new deans' team.

First, a carry over member from the Executive Committee, Dean Armour J. Blackburn of Howard University, Washington, D. C. Will you stand as your names are called, and the applause will come after the group is introduced.

Dean Armour J. Blackburn, Howard University  
Reverend Patrick Ratterman, Xavier University  
Dean O. D. Roberts, Purdue University  
Dean Herb W. Wunderlich, Kansas State University  
Dean Arthur Kiendl, University of Colorado  
Dean David W. Robinson, Emory University

These are the six members of the Executive Committee who serve along with immediate Past President Don Winkler of Stanford University.

President-Elect, Dean Fred Weaver, University of N. Carolina  
Vice Presidents -

Donald K. Anderson, University of Washington  
Carl M. Grip, Temple University

Vice Presidents Elect -

Harold E. Stewart, Wayne State University  
Juan Reid, Colorado College

Secretary-Treasurer -

Carl W. Knox, University of Illinois

Conference Chairman -

Glen T. Nygreen, Kent State University

Historian -

Fred Turner, University of Illinois

These constitute your Officers and Executive Committee for the coming year. (Applause)

There is a brief meeting of the Executive Committee which will follow this session, in the meeting room just at the top of the stairs.

I think I can pledge the group of us to a year's best efforts to continue in the best traditions of the new NASPA, along with the old. Particularly, we shall try to match the quality and the amount of leadership given to this Association by its Past President, Don Winbigler and his associates this current year.

On behalf of Dean Mylin Ross, my co-host, and all of his office staff, and our ladies, Mrs. Ross and Mrs. Guthrie, we want to thank you all for your acceptance of our hospitality here in Columbus, including the square dance. (Laughter)

For all of your new officers, I know I speak a closing word, to wish you a productive year ahead in your work on your campuses, and in your work with NASPA.

The meeting is adjourned. (Applause)

... The Forty-second Anniversary Conference adjourned at nine forty o'clock ...

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## APPENDIX A

### REPORT OF THE SECRETARY July 1, 1959 - April 1, 1960

The annual Treasurer's Report is attached to this brief summation of secretarial activities for the past nine months. From the termination of the 41st Anniversary Conference at Harvard Graduate School of Business Administration until the opening of the 42nd "Joe Park" Memorial Conference there has been hardly time for a "deep breath," let alone collecting the dues, editing the "Breeze," and "trying" to justify one's existence in the area of STUDENT PERSONNEL ADMINISTRATION. All figures included in this summary should be interpreted on the basis of three-fourths of the usual reporting period.

#### Association Membership

Membership as of July 1, 1959	320
Member institutions approved, April 1, 1960	15
Memberships discontinued	-2
Total Membership as of April 1, 1960	333

Requests for Membership pending . . . . . 8

A quick look at the association membership for the past four decades indicates important implications for the future of NASPA.

<u>Year</u>	<u>Number of Member Institutions</u>
1920	11
1930	64
1940	102
1950	184
1960	333

Added institutional members and their institutional representatives since the last conference are:

Alabama College, Dean James Wilkinson, Dean of Men, Montevallo, Al  
Anderson College, Director Norman Beard, Director of Student Affairs, Anderson, Indiana

Atlantic Christian College, Director John W. Stair, Director of Guidance and Student Life, Wilson, North Carolina

Central Missouri State College, Dean W. O. Hampton, Student Personnel Services, Warrensburg, Missouri

Cornell College, Dean Stuart J. E. Good, Dean of Student Affairs, Mount Vernon, Iowa

Heidelberg College, Dean Robert J. Schmelfeld, Dean of Men, Tiffin, Ohio

Hofstra College, Dean Randall W. Hoffman, Dean of Students, Hempstead, New York

Muskingum College, Dean John Leathers, Dean of Men, New Concord, Ohio

Pace College, Dean E. Eugene Morris, Dean of Students, 41 Park Row, New York 38, New York

St. Mary's University, Bro. Henry Ringkamp, S.M., Dean, Student Activities, San Antonio 1, Texas

Shimer College, Dean Thomas P. Whellan, Dean of Men, Mt. Carroll,  
Illinois  
State Teachers College, Dean S. Trevor Hadley, Dean of Students,  
Indiana, Pennsylvania  
State Teachers College, Dean Vinton H. Rambo, Dean of Men,  
Shippensburg, Pennsylvania  
State University, College of Long Island, Dean Allen Austill,  
Dean of Students, Oyster Bay, New York  
Trenton State College, Dean Charles McCracken, Dean of Student  
Personnel Services, Trenton 5, New Jersey.

The institutions which have discontinued their member-  
ships are:

State University Teachers College, Oneonta, New York  
 State University Teachers College, Fredonia, New York.

#### Deaths of NASPA participants

- 1) Dean Margaret L. Johnson (November, 1959) Dean of  
Students, Richmond Professional Institute, College of  
William and Mary, Richmond, Virginia
- 2) Dr. Francis J. Brown (September, 1959) Staff Associate  
of the American Council on Education (Good friend and  
participant at three national meetings)

#### Changes and Appointments (By no means inclusive)

President	1
Vice President	2
Dean of the Graduate College	1
Dean of Students	6
Associate Dean of Students	1
Dean of Men	6
Assistant Dean of Men	9
Registrar	1
Director of Student Financial Aids	1
To other fields	11
Retirements	<u>2</u>
	41

Note: A major challenge to the Secretary is the maintenance of  
an accurate roster and mailing list. To be explored with the  
Executive Committee is an annual census of institutional represen-  
tatives as indicated by the respective presidents of member insti-  
tutions and a separation of the mailing list and membership roster  
with wider representation on the mailing list.

#### NASPA Representation

American Council on Education  
 National Interfraternity Conference  
 Fraternity Scholarship Association  
 Association of College Honor Societies  
 National Education Association  
 National Association of College Unions  
 National Association of Foreign Student Advisers  
 National Housing Director's Conference  
 Northwest Region Personnel Conference  
 United States National Student Association

Western Personnel Conference  
Whitehouse Conference on Children and Youth  
Various Inaugurations and Celebrations  
Will participate via Interassociation Coordinating Committee at ACPA and NAWDC

#### Regional Meetings reported thus far

Allerton Conference of Mid-West Deans of Students  
Colorado Deans of Men and Personnel Administrators  
Illinois Deans and Advisers of Men  
Kansas Association of Student Personnel Administrators  
Ohio Association of Student Personnel Administrators  
Pennsylvania Association of Student Personnel Administrators  
Southern Association of Deans of Men and Personnel Administrators  
Southwest Association of Student Personnel Administrators  
Several regional groups have not yet met this school year.

#### Publications

The proceedings of the Harvard Conference were in the hands of all conference participants and institutional representatives by the end of August. Our Conference Reporter, Mr. Leo Isen, indicates that our Columbus proceedings will be duplicated by a photographic process which will reduce the volumes in size, make them more legible, and, probably, step up the delivery time. Costs will run about the same with some direct savings on postage.

Several dozen Commission III Casebooks have been sold throughout the present school year and they will be available for purchase at the Registration Desk of the Conference.

Five issues of the Association Newsletter have been distributed to all members. One book review, three notices as to campus crooks, and several references of general interest have been included.

#### Placement

Dean "Shorty" Nowotny has again served the Association as Placement Officer with able assistance from Miss Ruth Neel. Accompanying the newsletters have been sixty-two placement profiles which were initially prepared in Texas and then duplicated for mailing from Urbana.

#### The Executive Committee

- 1) On July 19, 1960, President Don Winbigler, Conference Chairman Glen Nygreen, Host Deans Guthrie and Ross, and the Secretary-Treasurer met at the Deshler Hilton Hotel in Columbus.
- 2) On October 22, 1960, there was complete attendance at an all-day meeting in Chicago.
- 3) A second meeting was held on February 13 on the Northwestern campus with Jim McLeod as host. (Two members were absent.)
- 4) A third meeting is planned for April 6 in Columbus.

Minutes are on file for all of these sessions with the exception of the meeting yet to be held. Correspondence and the

telephone have had heavy usage in keeping officers and members in close contact. Additional travel expenses have been available because of the raise in membership dues passed at the 1959 Conference.

#### In Conclusion

I would like to thank all officers, members of the Executive Committee, and other devoted participants for their direction and suggestions. Miss Joyce May has served the Association in many ways and the timely answers of Miss Hazel Yates and Dean Fred H. Turner have been of genuine assistance. Your secretary is happy to have served and sorry to have erred.

Respectfully submitted,

Urbana, Illinois  
April 1, 1960

Carl W. Knox  
Secretary-Treasurer

#### TREASURER'S REPORT

June 15, 1959, through June 30, 1959  
(Books were closed June 30, 1959)

##### RECEIPTS

Balance on Hand, June 15, 1959	5600.34	
Dues Received	80.00	
Sale of Casebooks	6.00	
Balance on hand and total receipts		5686.34

##### DISBURSEMENTS

Annual Conference Expenses	958.00	
Contingent Fund	250.00	
Total Disbursements		1208.00

Balance on hand, July 1, 1959		<u>4478.34</u>
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TREASURER'S REPORT  
July 1, 1959, through March 15, 1960

RECEIPTS

Balance on hand, July 1, 1959	4478.34	
1959 Conference Receipts	9228.29	
Dues Received	7100.00	
Sale of Proceedings	43.50	
Sale of Commission III Casebooks	83.00	
Closing of Dean Turner's Account	116.22	
Misc.	<u>16.61</u>	
Balance on hand and total receipts		21065.96

DISBURSEMENTS

Annual Conference Expense:

1959 Annual Conference	8713.37	
Cost of Proceedings	2182.85	
1960 Conference Chairman	<u>1000.00</u>	
Total Conference Expense		11896.22

Secretary-Treasurer's Expense:

Printing & Mimeographing	196.60	
Postage	204.08	
Telephone & Telegraph	21.29	
Stenographic Service	447.05	
Books & Magazines	18.75	
Express	4.37	
Secretary's Allotment	100.00	
Misc.	<u>30.18</u>	
Total Sec.-Treas. Expense		1022.32

Placement Service	50.00
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Executive Committee Expenses:

Commission III Casebooks	154.80	
President's Fund	300.00	
Meeting Expenses	<u>1723.06</u>	
Total Exec. Committee Expense		2177.86

Misc. Expenses:

American Council Dues	50.00	
Travel to Meetings	160.84	
Bank Charges	<u>28.70</u>	
Total Misc. Expenses		<u>239.54</u>

Total Disbursements	<u>15385.94</u>
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ENDING BALANCE, MARCH 15, 1960	<u>5680.02</u>
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## APPENDIX B

### ATTENDANCE FORTY-SECOND ANNIVERSARY CONFERENCE

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Ackerly, R.S., Jr.	Ill. Inst. of Tech.	Asst. Dean of Students
Adams, Frank T.	Univ. of Florida	Asst. Dean of Men
Adams, Mack C.	Southern Methodist U.	Asst. Dean of Students
Alexander, John W.	Columbia College	Associate Dean
Allen, James G.	Texas Tech. College	Dean of Student Life
Almli, Mark	St. Olaf College	Dean of Men
Ambrose, Philip S.	New Mex. State Univ.	Dean of Students
Anderson, Donald K.	Univ. of Washington	Dean of Students
Anfinson, Rudolph	Eastern Ill. Univ.	Dean of Students
Angelita, Sister M. O.P.	Assoc. of Am. Col- leges & Univ.	President
Armacost, Peter H.	Augsburg College	Dean of Students
Baird, David T.	Eastern Ill. Univ.	Acting Dean of Men
Baker, Thomas E.	Case Inst. of Tech.	Dean of Students
Baldwin, DeWitt C.	A.C.U.R.A.	Coordinator of Rel. Act.
Baldwin, Frank C.	Cornell University	Dean of Men
Ball, Elwood H.	Monmouth College	Dean of Men
Barnes, Ronald E.	Univ. of Colorado	Asst. Dean of Students
Barrett, G.B., S.M.	University of Dayton	Vice President
Baumgart, Norbert K.	Indiana University	Counselor
Bealer, James E.	Eastern Ill. Univ.	Dir., Residence Hall
Beatty, Shelton L.	Pomona College	Dean of Men
*Beaty, R.C.	Univ. of Florida	Dean of Stu. Personnel
Beer, Ronald	Michigan State Univ.	Grad. Resident Adviser
Berry, Robert C.	Univ. of Akron	Adviser of Men
Bingley, John	Univ. of Michigan	Asst. Dean of Men
Bishop, Robert W.	Univ. of Cincinnati	Dean of Men
Blackburn, Armour J.	Howard University	Dean of Students
Blackburn, John L.	Univ. of Alabama	Dean of Men
Bloch, Wheadon	Univ. of Kansas City	Dean of Students
Boggs, Fr. Robert L.	Loyola Univ. of South	Dean of Students
Bourbon, Rev. Frank C.	Loyola College	Dean of Men
Bowling, Floyd	Tennessee Wesleyan Col.	Dean of Students
Boyd, Joseph D.	Northwestern Univ.	Dean of Men
Brailey, L. G.	Kent State Univ.	Dean of Orientation
Breed, Sterling	Western Michigan Univ.	Asst. Dean of Men
Bretz, Frank H.	Lenoir Rhyne College	Dean of Students
Brewer, R. G.	Florida State Univ.	Asst. Dean of Men
Brooks, Allen C.	The Principia College	Dean of Men
Brown, C. W.	Ill. Institute of Tech.	Dean of Students
Brown, Dirck W.	State Univ. of Iowa	Counselor to Men
Brown, Ervin A.	Indiana University	Student
Brown, George K.	Carnegie Inst. of Tech.	Dean of Student Pers.
Brown, J. Gordon	Emory & Henry College	Dean of Men
Brown, John M., Jr.	Cornell University	Asst. to Dean of Men
Buchheit, Jack R.	Pi Lambda Phi Frat.	Executive Secretary
*Burger, William V.	Colorado School of Mines	Dean of Students

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Butler, William R.	Ohio University	Dean of Men
Campbell, C. B.	Lehigh University	Assoc. Dean of Stu.
Carr, James F., Jr.	Florida State Univ.	Dir. of Financial Aids
*Cecil, Carl E.	Waynesburg College	Dean of Men
Clevenger, J. C.	Washington State Univ.	Dean of Students
Clifford, Earle W.	Univ. of Vermont	Dean of Men
Cole, Joseph W.	Univ. of Rochester	Dean of Students
Collier, Kenneth M.	Ball State	Asst. Dean of Students
Collins, Paul E.	Kalamazoo College	Dean of Men
Conron, William M.	Howell Lewis Shay	
Correll, Paul T.	Amer. Col. Per. Assoc.	Supervisor of Counsel.
Corson, Louis D.	Retired Professors Reg.	Director
Coutts, Alan	Dickinson College	Dean of Men
Craig, William G.	Stanford	Dean of Men
Craven, Clifford J.	Univ. of Oklahoma	Dean of Students
Crawford, Albert W.	Va. Polytechnic Inst.	Assoc. Dir. of Stu. Aff.
Crookston, Burns B.	Univ. of Utah	Asst. Dean of Students
Crosby, Howard J.	Rutgers University	Asst. Dean of Men
Cross, William G.	Univ. of Michigan	Asst. Dean of Men
Culp, Robert W.	Univ. of Illinois	Asst. Dean of Men
Cunin, Kenneth A.	Ohio State Univ.	Asst. Super. Resid. Hall
Cunningham, R. A.	W. Va. Wesleyan College	Dean of Students
Dando, Joseph H.	Ohio University	Asst. Dean of Men
David, Ben E.	Univ. of Miami	Dean of Men
David, Wm. M., Jr.	Western Maryland Col.	Dean of Men
Davis, Howard	Southwestern Ill. Campus	Dir. of Student Aff.
Davis, I. Clark	Southern Ill. Univ.	Dir. of Student Aff.
Deakins, C. E.	U.S. Office of Educa.	Regional Representative
Dean, James W.	Va. Polytechnic Inst.	Dean of Stu. Affairs
Denman, Bill	Ohio State Univ.	
Dierolf, Claude E.	Muhlenberg College	Dean of Men
Donahue, Timothy S.	Clarkson College	Dir. of Resident Per.
Dowd, Frank J., Jr.	Univ. of Rochester	Asst. Dean of Students
Downey, Robert J.	Univ. of Southern Cal.	Dean of Students
Ducharme, Leonard	Univ. of Ottawa	Dean of Students
Dull, James E.	Georgia Tech.	Asst. Dean of Students
Dunfield, Burton W.	Assn. of Col. Admissions	Exec. Board Member
*Dunford, Ralph E.	Univ. of Tennessee	Dean of Students
Dunlop, John P.	Univ. of Cincinnati	Asst. to Dean of Men
Durand, Edwin M.	Rutgers in Newark	Dean of Students
*DuShane, Donald M.	Univ. of Oregon	Dean of Students
Edwards, Thomas J.	Kenyon College	Gambier, Ohio
Ellenwood, Wendell W.	Assoc. of College Unions	Dir., Ohio State Union
Emmet, Thomas A.	Univ. of Detroit	Dean of Men
England, Kenneth	Georgia State Col.	Dean of Men
Engsberg, Paul E.	Ohio Wesleyan Univ.	Asst. Dean of Men
Epting, Franz	Ohio State Univ.	Graduate Resident
Etheridge, Robert F.	Miami University	Dean of Men
Falk, Robert J.	Univ. of Minnesota	Act. Dir., Stu. Per. Serv.

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Farricker, W.J.,S.J.	Fordham University	Dean of Men
Fisch, A. Linc.	Univ. of Akron	Asst.Dir.of Stu.Per.
Fjellin, Donald L.	Ohio State Univ.	Director, Park Hall
Foy, James E.	Auburn University	Dir.of Student Aff.
French, Arden O.	Louisiana State Univ.	Dean of Men
Gadaire, C. R.	Am.International Col.	Dean of Students
*Galbraith, M.J.	Univ.of Ill.Professional	Dean of Stu.Aff.
Gambo, C.R., Jr.	Ohio State Univ.	Asst. Dean
Gardiner, Robb G.	Univ.of New Hampshire	Assoc.Dean of Stu.
*Gardner, D. H.		Vice President
Gillen, Rev. E.B.	Canisius College	Dir.of Stu.Per.Serv.
Gillis, John W.	Ill.State Normal Univ.	Asst. Dean of Men
Glose, Rev. J. C.	Jesuit Educa'l Assoc.	Regional Director
Glosser, Earl A.	Indiana University	Dir. of Counseling
Gluck, Joe	West Virginia Univ.	Dir. Student Affairs
Golish, John	Ohio State Univ.	Graduate Resident
Gonon, Pierre	Antioch College	Assoc.Dir.Co-Op Prog.
Good, Stuart J.E.	Cornell College	Dean of Stu.Affairs
Goodridge, R.C.	Univ. of Redlands	Dean of Students
Graf, King	Hellmuth, Obata, Kassabaum, Inc.	
Graham, Jack W.	Southern Illinois Univ.	Coor.Counseling & Test.
Grantham, Rader	Miss. Southern Col.	Dean of Men
Green, William D.	Taylor University	Dean of Students
Griffeth, Paul L.	Western Michigan Univ.	Dean of Students
Griffin, Russell A.	Western Reserve Univ.	Dean of Students
Grip, Carl M.	Temple University	Dean of Men
*Guthrie, Wm. S.	Ohio State Univ.	Exec.Dean,Stu.Rela.
Hadley, S. Tevor	Indiana State Col.	Dean of Students
Hakes, Harold L.	Ohio State Univ.	Dir. of Stradley
Hale, Jack	Univ. of Michigan	Asst.Dean of Men
Hale, Lester L.	Univ. of Florida	Dean of Men
Hannahs, Paul J.	Univ. of Toledo	Dir.of Stu.Activities
*Hansen, Abner L.	Florida Southern Col.	Dean of Students
Hansford, R.L.	Univ. of Akron	Dir.of Stu.Personnel
*Hardy, Donald P.	Univ. of Delaware	Asst.Dean of Students
Harper, Kenneth	Univ. of Kentucky	Asst. Dean of Men
Harris, David L.	Ripon College	Dean of Men
Harrold, Roger	Ohio State Univ.	Asst. Intern'l.Stu.Ad.
Hartnett, Rodney	Michigan State Univ.	Residence Hall Adviser
Havens, A. Eugene	Ohio State University	Asst.to Dean of Men
Hawk, Ray	Univ. of Oregon	Dean of Men
Hayward, John C.	Bucknell University	Dean of Stu.Affairs
Henderson, John W.	Western Ill. Univ.	Dean of Stu.Per.Serv.
Hendrix, Nobel	Univ. of Miami	Dean of Students
Heusinkveld, E. D.	Ferris Institute	Dean of Men
Hill, Edwin S.	Indiana University	Education Instructor
*Hocutt, John E.	Univ. of Delaware	Dean of Students
Hoewischer, H.E.,S.J.	Regis College	Dean of Students
Hoffman, Donald A.	U.S.Natl. Stu.Assoc.	President
Hoffmann, Randall W.	Hofstra College	Dean of Students
Holdeman, W. D.	Oberlin College	Dean of Men
Hoogesteger, Howard	Lake Forest College	Dean of Students



<u>Name</u>	<u>Institution</u>	<u>Title</u>
Hopkins, R.S., Jr.	Univ. of Massachusetts	Dean of Men
Hotchkiss, Eugene, III	Dartmouth	Assoc. Dean of Col.
Hourtoule, G.O.	Lafayette College	Asst. Dean of College
House, S.J.	Newark Col. of Engrg.	Dean of Students
Hubbell, Robert N.	Lawrence College	Dean of Men
Huit, M.L.	State Univ. of Iowa	Dean of Students
Hulet, Richard E.	Ill. State Normal Univ.	Dean of Men
Hurtubise, Rev. Mark	Xavier University	Dir. Brockman Hall
Isen, Leo	Conference Reporter	Bona Fide Rptg. Co.
Jenks, Dudley A.	Drexel Inst. of Tech.	Asst. to Dean of Men
Johns, Thomas H.	Hanover College	Dean of Men
Johnson, K. W.	Wagner College	Dean of Stu. Per. Serv.
Jones, R.L., Jr.	Iowa State Univ.	Asst. Dir. of Stu. Aff.
Judd, R. L.	Ohio State Univ.	Staff of Dean of Men
Keir, Robert B.	Indiana Univ.	Student
Kennedy, C.F.	Northeastern Univ.	Dean of Freshmen
Kilp, A.J., S.J.	Loyola Univ.	Dean of Men
King, Raymond C.	Univ. of Pittsburgh	Asst. Dean of Men
King, Tom	Mich. State Univ.	Dean of Students
King, William M.	Clarkson Col. of Tech.	Dir. of Stu. Activ.
Kirker, John A.	Capital Univ.	Dean of Men
Kluge, Donald A.	Indiana Univ.	
Knapp, W. H.	Wayne State Univ.	Asst. Dir. Div. Stu. Per.
*Knox, Carl W.	Univ. of Illinois	Dean of Men
Kramer, Fred	Drake Univ.	Actg. Dean of Students
Krathwohl, Carlton L.	Syracuse Univ.	Dean of Men
Kratochvil, M.R.	Iowa State Univ.	Dir. of Stu. Affairs
Kring, Dr. F.S.	Grove City College	Dean of Men
Lacy, O.W. (Bill)	Trinity College	Dean of Students
*Lawrence, Dave	Univ. of Louisville	Dean of Men
Leafgren, Fred	Michigan State Univ.	Grad. Resident Adviser
Leathers, John	Muskingum College	Dir. Stu. Personnel
Lee, Juel	Univ. of Illinois	Chief Clerk
Leith, J.D.	Lehigh University	Dean of Students
Lemmon, W.J.	Ohio State Univ.	Graduate Resident
Letchworth, George	Temple Univ.	Dir. of Residence
Lippincott, Wm. D'O.	Princeton Univ.	Dean of Students
Lloyd, Wesley	Brigham Young Univ.	Dean of Grad. School
Long, David S.	Ohio State Univ.	Graduate Resident
Long, Robert O.	Wittenberg Univ.	Dean of Students
Lucasse, Philip R.	Calvin College	Dean of Men
MacDonald, G.G.	Northeastern Univ.	Dean of Students
Mallett, Donald R.	Purdue Univ.	Executive Dean
Marsh, J. Don	Wayne State Univ.	Asst. Dean of Students
Martin, Wayne S.	Fairmont State Col.	Dir. Student Personnel
Mathews, F.D.	Univ. of Alabama	Couns., Off-Campus Stu.
Matson, Robert E.	Indiana Univ.	Adv. to Fraternities

<u>Name</u>	<u>Institution</u>	<u>Title</u>
*Matthews, Jac,	Univ. of Missouri	Dean of Students
Maxwell, Roland	Natl. Interfrat. Con.	Chairman
Meese, Harold	Michigan Tech.	Dean of Students
Meshanic, R.W.	Drexel Inst. of Tech.	Asst. to Dean of Men
Meyn, Charles A.	Bucknell Univ.	Dean of Men
Miner, W. D.	Eastern Ill. Univ.	Dir. of Housing
Moore, Donald R.	Emory Univ.	Dir. of Housing
Moore, Rev. F.A.	Univ. of San Francisco	Dean of Students
Mosher, Bryan J.	Univ. of Vermont	Asst. Dean of Men
Mullaly, E.J., S.J.	Univ. of Scranton	Dean of Men
Muenzer, Rev. J.A.	John Carroll Univ.	Dean of Men
Myers, Robert G.	Oberlin College	Asst. to Dean of Men
*McBane, Robert A.	Rider College	Dean of Students
McBride, Wm. Jack	Mount Union College	Dean of Students
McCarrell, Ted	AACRAC & Am. Col. Testing Pro.	
McCauslin, J.A.	Wilmington College	Dean of Student Life
McCloskey, Harry L.	Loyola University	Dean of Students
McCracken, C.W.	Trenton State College	Dean of Students
McElhaney, James H.	Carthage College	Dean of Students
McEvoy, J.J., S.J.	Canisius College	Dean of Men
McGinnis, B.G.	Kent State Univ.	Asst. Dean of Men
McGrath, Wm. H.	Univ. of Southern Cal.	Asst. Dean of Students
McGroarty, Rev. W.K.	Wheeling College	Dean of Students
*McKean, John R.O.	Allegheny College	Dean of Students
McLeod, James C.	Northwestern Univ.	Dean of Students
McNamara, Rev. J.F.	Duquesne Univ.	Dean of Men
Nester, William R.	Univ. of Cincinnati	Asst. Dean of Men
Netherton, John P.	Univ. of Chicago	Dean of Students
Newman, James E.	Univ. of Chicago	Asst. Dean of Students
Noffke, Frank	Col. Planning Ass'n.	Vice President
Noffsigner, M.G.	Univ. of Michigan	Dir., Men's Res. Halls
Nowotny, Arno	Univ. of Texas	Dean of Students
Nygreen, Glen T.	Kent State Univ.	Dean of Students
O'Connell, Wm. R., Jr.	Richmond Prof. Inst.	Dean of Students
Oglesby, R. R.	Florida State Univ.	Dean of Students
Ormsby, John C.	Stevens Inst. of Tech.	Asst. Dean of Men
Orwig, James P.	Berea College	Dean of Men
*Overholt, Milton W.	Ohio State Univ.	Asst. Dean of Men
Parish, H. Carroll	UCLA	Asst. Dean of Stud.
*Parks, Donald S.	Univ. of Toledo	Dean of Students
Patterson, Wm. E., Jr.	Univ. of Alabama	Dir., Men's Housing
Patton, Michael J.	Ohio State Univ.	Grad. Resident Asst.
Patzer, Roland D.	Kent State Univ.	Asst. Dean of Men
Pease, N. Ronald	Univ. of Pittsburgh	Asst. Dean of Men
Pedersen, D.O.	Rensselaer Polytech. In.	Dean of Freshmen
Peisner, Earl	Grinnel College	Dean of Men
Perry, Ben	Florida A&M Univ.	Dean of Men
Pershing, John J.	Georgia Tech.	Assoc. Dean of Stu.
Pickering, R.L.	Univ. of Michigan	Dir. of Registration

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Pike, C. Milton, Jr.	Northern Ill. Univ.	Dean of Men
Pitcher, Robert W.	Baldwin-Wallace Col.	Dean of Students
Playe, George L.	Univ. of Chicago	Dean of Undergrad.Stu.
Plummer, Robert H.	Univ. of Mich.-Flint Col.	Dir.of Stu.Affairs
Pollock, O. Edward	Union College	Dean of Students
Potter, Kenneth	Muskingum College	Asst.Dean of Men
*Powers, Paul F.	Alfred University	Dean of Men
Preston, Robert A.	Bethany College	Dean of Students
Price, Philip	New York Univ.	Dir.of Stu.Activ.
Price, Roy L.	McNeese State College	Counselor to Men
Quinn, John F.	Univ. of Rhode Island	Dean of Men
Rabineau, Louis	Pratt Institute	V.Pres.for Stu.Affairs
Rambo, Vint	State Col.,Shippensburg	Dean of Men
Ramer, Hal Reed	Ohio State Univ.	Dir., Internat'l.House
Randall, Lon D.	Indiana Technical Col.	Dean of Students
Ratterman, Rev.Patrick	Xavier University	Dean of Men
Rawsthorne, John	Principia College	Dean of Men
Ray, Harold L.	Ohio State Univ.	Asst.to Dean of Men
Rivet, Rev.Hilton L.	Spring Hill College	Dean of Students
Roberts, O.D.	Purdue University	Dean of Men
Robinson, David W.	Emory University	Dean of Stu.Affairs
Rollins, J.Leslie	Harvard Grad. School of Business Administration	
Roskens, Ronald W.	Kent State Univ.	Dean of Men
Ross, Bob	Ball State Teach.Col.	Dean of Students
*Ross, Mylin H.	Ohio State Univ.	Dean of Men
Roth, Wally	Taylor University	Resident Counselor
Rule, John T.	Mass. Inst. of Tech.	Dean of Students
Ruthenberg, D.V.	Baldwin-Wallace Col.	Dean of Men
Ryan, Rev. V.B.	LeMoyne College	Dean of Men
St.Denis, J celyn	Univ. of Ottawa	Asst.Dean of Students
Sales, Robert	Bowling Green St.Univ.	Head Resident
Sardo, Rev.L.P.	The College of Steuben- ville	Dean of Students
Saurman, Kenneth P.	Kent State Univ.	Resident Counselor
Saxton, Kenneth	Geneva College	Dean of Men
Schaaf, Lawrence	Dean of Students	Capital University
Schmalfeld, Robert G.	Heidelberg College	Dean of Students
Schofer, Paul J.	Ohio University	Asst. Dean of Men
Schuiteman, Robert A.	Univ. of Illinois	Asst.Dean of Students
Schwartz, Albert	Ohio State Univ.	Graduate Resident
Schwartz, G. R.	Mankato State Col.	Dir.of Student Pers.
Schwomeyer, H.F.	Butler University	Dean of Men
*Scott, James H.	Univ. of Arkansas	Asst. Dean of Men
*Sedgwick, C.H.	Ohio State Univ.	Asst. Dean of Men
Seymour, Thaddeus	Dartmouth	Dean of the College
Shaffer, Robert H.	Indiana University	Dean of Students
Shainline, John W.	Gettysburg College	Dean of Students
Sharp, Maurice J.	Wayland College	Dean of Students
Shay, William Dixon	Howell Lewis Shay & Assoc.	

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Shepard, W.F.	Univ. of California	Dean of Students
Shiels, Thomas A.	Kent State Univ.	Graduate Counselor
Shirley, Warren H.	Florida A&M Univ.	Tallahassee, Fla. Assoc. Dean of Stud.
*Shofstall, W.P.	Arizona State Univ.	Dean of Students
Sifferd, Calvin S.	Univ. of Illinois	Asst. Dean of Stud.
Siggelkow, R.A.	Univ. of Buffalo	Dean of Students
Simes, Frank J.	Penn State	Dean of Men
Smith, Elden T.	Bowling Green St. Univ.	Dean of Students
Smith, Hal R.	Florida State Univ.	Fraternity Counselor
*Smith, J. Towner	Western Michigan Univ.	Dean of Men
Smith, Mark W.	Denison University	Dean of Men
*Somerville, Joe	Ohio Wesleyan Univ.	Executive Dean
Sorrells, Jack	Central Michigan Univ.	Dean of Students
Spitz, George B., Jr.	Queens College	Assoc. Dean of Stud.
Sprandel, W. B.	Albion College	Dean of Men
*Stafford, E.E.	Univ. of Illinois	Assoc. Dean of Stud.
Stair, John	Atlantic Christian Col.	Dir. Student Life
Stamatakis, Lou C.	Univ. of Wis.-Milwaukee	Dean of Men
Stanton, F.L., S.J.	Marquette Univ.	V. Pres., Stu. Affairs
*Stead, Ronald S.	Ohio Wesleyan Univ.	Dean of Men
Stewart, Harold E.	Wayne State Univ.	Dean of Students
*Stewart, James J., Jr.	North Carolina State	Dean of Student Aff.
Stewart, John E.	Univ. of Maine	Dean of Men
Stibbs, John H.	Tulane University	Dean of Students
Stielstra, William	Purdue University	Asst. Dean of Men
Stratton, Orin R.	Hastings College	Dean of Men
Suttles, William M.	Georgia State College	Dean of Students
Sutton, Donald M.	Roanoke College	Dir. of Student Activ.
Swank, Earle R.	Carnegie Inst. of Tech.	Dean of Men
Swift, William D.	Southern Methodist U.	Asst. Dean of Students
Switzer, J. R.	Mississippi Southern Col.	Dean of Stu. Affairs
Taylor, Wallace W.	Bowling Green State U.	Dean of Men
Terrass, Stuart M.	Univ. of Akron	Asst. Adviser of Men
Thompson, Charles L.	Hiram College	Asst. Dean of Men
Thompson, Jorgen S.	Augustana College	Dean of Men
Tlachac, Norbert J.	Marquette Univ.	Dir. of Student Aff.
Toll, George S.	Col. Fraternities Sec. Assoc.	Executive Secretary
Toombs, William	Drexel Inst. of Tech.	Dean of Men
Trainor, Edward A.	Carnegie Tech.	Asst. Chr., Com. on Fin.
Tripp, Philip A.	Washburn Univ. of Topeka	Dean of Students
Trueblood, Dennis	Southern Illinois U.	
Truitt, John	Michigan State Univ.	Dir., Men's Stu. Aff.
Trumpe, Richard M.	Purdue Univ.	Graduate Assistant
*Trusler, V.T.	Kansas State Teach. Col.	Dean of Men
Tucker, Leslie H.	Bradley University	Dean of Students
Turner, Fred H.	Univ. of Illinois	Dean of Students
VanHouten, D.R.	Univ. of Pittsburgh	Asst. to Dean of Men
Vogel, Fred J.	Northeast Louisiana State College	Dean of Student Services

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Voldseth, Edward	Univ. of Alaska	Dean of Students
Wangler, C.M.	DePaul University	V.Pres.Stu.Services
Watson, George H.	Roosevelt Univ.	Dean of Students
Weinstein, S.D.	Brandeis Univ.	Dir.,Office of Student Per.
Weir, William C.	Univ. of Calif.-Davis	Dean of Students
Wellhausen, C.R.	Stevens Inst. of Tech.	Dean of Men
Weston, Peter	Univ. of Buffalo	Exec.Asst.to V.Pres.
Whelan, Tom	Shimer College	Dean of Students
Whitten, Norman	College of Education, Oswego, N.Y.	Dean of Students
Widner, Jack	Kappa Delta Rho Frat.	Exec. Secretary
Wildy, Charles	Indiana University	Assoc. Head Counselor
Williams, Joseph A.	Univ. of Georgia	Dean of Students
Williams, Mark H.	Indiana State Teachers College	Dean of Men
Williamson, E.G.	Univ. of Minnesota	Dean of Students
Williamson, J.E.	Univ. of Houston	Dean of Men
*Winbigler, H.Donald	Stanford University	Dean of Students
Woodruff, Laurence C.	Univ. of Kansas	Dean of Students
Wright, William	DePauw University	Assoc.Dean of Stu.
Wunderlich, Herb W.	Kansas State Univ.	Dean of Students
Yanitelli,Victor R. S.J.	Fordham Univ.	Vice President Student Personnel
Yardley, Wm. A.	Midwestern Univ.	Dean of Students
*Yaros, Edward J.	Washington State Univ.	Head Resident
Yeo, J. Wendell	Boston University	V.Pres.Stu.Affairs
Yoke, Robert S.	General Motors Inst.	Stu.Relations Staff
*Young, Dale A.	Ohio State Univ.	Dean of Men's Staff
*Young, Kenneth E.	Univ. of Michigan	Post-Doctoral Fellow
Young, Ralph A.	College of Wooster	Dean of Men
Zillman, Theodore W.	Univ. of Wisconsin	Dean of Men

\* Denotes wives in attendance.

# APPENDIX C

## ROSTER OF MEMBERS, March, 1960

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
A.&M. College of Texas	Dean James Hannigan	College Station, Texas
University of Akron	Dean R. L. Hansford	Akron 4, Ohio
Alabama College	Dean James Wilkinson	Montevallo, Ala.
Auburn University	Dir. James E. Foy	Auburn, Ala.
University of Alabama	Dean John Blackburn	University, Ala.
University of Alaska	Dean Edward Voldseth	College, Alaska
Albion College	Dean W. B. Sprandel	Albion, Michigan
Alfred University	Dean Paul E. Powers	Alfred, New York
Allegheny College	Dean John McKean	Meadville, Pa.
Alma College	Dean Kent Hawley	Alma, Michigan
Am. Internat'l College	Dean Charles Gadaire	Springfield, Mass
American University	Dean Ralph John	Washington, D.C.
Anderson College	Dir. Norman Beard	Anderson, Indiana
Arizona State University	Dean W.P. Shofstall	Tempe, Arizona
University of Arizona	Dean Louis Slonaker	Tucson, Arizona
Arkansas State College	Dean Robert Moore	State College, Ark.
University of Arkansas	Dean Whitney Halladay	Fayetteville, Ark.
Atlantic Christian Col.	Dir. John W. Stair	Wilson, N.Carolina
Augustana College	Dean Jorgen Thompson	Sioux Falls, S.D.
Baker University	Dean Benjamin Gessner	Baldwin, Kansas
Baldwin-Wallace College	Robert W. Pitcher	Berea, Ohio
Ball State Teachers Col.	Dean of Students	Muncie, Indiana
Baylor University	Provost Monroe Carroll	Waco, Texas
Beloit College	Dean John P. Gwin	Beloit, Wisconsin
Berea College	Dean James P. Orwig	Berea, Kentucky
Bethany College	Dean Robert Preston	Bethany, W. Va.
Boston College	Francis B. McManus	Boston, Mass.
Boston University	Dean of Students	Boston, Mass.
Bowling Green State Univ.	Elden T. Smith	Bowling Green, Ohio
Bradley University	Dean Leslie Tucker	Peoria, Illinois
Brandeis University	Dean Merrill Peterson	Waltham, Mass.
Brigham Young University	Dean Wesley P. Lloyd	Provo, Utah
Brooklyn Center, Long Island	Dean John Hickey	New York, New York
Brown University	Dean E. R. Durgin	Providence, R.I.
Bucknell University	Dean John Hayward	Lewisburg, Pa.
University of Buffalo	Dean Richard Siggelkow	Buffalo, N. Y.
Butler University	Dean H. Schwomeyer	Indianapolis, Ind.
Calif. Institute of Technology	Dean Paul E. Eaton	Pasadena, Calif.
Calif. State Polytechnic	Dean of Students	San Luis Obispo, Cal.
University of California	Dean William Shepard	Berkeley, Calif.
University of California	Dean William C. Weir	Davis, Calif.
University of California	Assoc. Byron Atkinson	Los Angeles, Calif.
University of California	Dean Thomas Broadbent	Riverside, Calif.
Univ. of California, Medical Center	Dean of Students	San Francisco, California

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
University of California	Dean Lyle Reynolds	Goleta, Calif.
Calvin College	Dean Philip Lucasse	Grand Rapids, Michigan
Canisius College	Edward B. Gillen	Buffalo, N.Y.
Capital University	Dean John Kirker	Columbus, Ohio
Carleton College	Dean Merrill Jarchow	Northfield, Minn.
Carnegie Inst. of Tech.	Dean George Brown	Pittsburgh, Pa.
Carroll College	Dean of Men	Waukesha, Wis.
Carthage College	Dean James H. McElhaney	Carthage, Ill.
Case Inst. of Technology	Dean Thomas E. Baker	Cleveland, Ohio
Catholic Univ. of Amer.	Jas. J. McPadden, S.J.	Washington, D.C.
Central Mich. Col. of Ed.	Dean Daniel Sorrells	Mt. Pleasant, Mich.
Central Missouri State College	Dean W. O. Hampton	Warrensburg, Missouri
Univ. of Chicago	Dean John Netherton	Chicago, Ill.
Chico State College	Dean John Bergstresser	Chico, Calif.
Univ. of Cincinnati	Dean Robert Bishop	Cincinnati, O.
City Col. of New York	Dean Daniel Brophy	New York, N.Y.
Clarkson Col. of Tech.	Dean of Students	Potsdam, N.Y.
Coe College	Dean Henry Bucher	Cedar Rapids, Ia.
Colby College	Dean George Nickerson	Waterville, Maine
Colgate University	Dean Wm. F. Griffith	Hamilton, N. Y.
Colorado State Univ.	Dean Robert Bates	Ft. Collins, Colo.
Colorado College	Dean Juan Reid	Colo. Springs, Colo.
Colorado School of Mines	Dean W. V. Burger	Golden, Colorado
Univ. of Colorado	Dean Arthur Kiendl	Boulder, Colo.
Columbia University	Asst. Edward Malloy	New York, N. Y.
Concordia Teachers Col.	Dean Carl Halter	River Forest, Ill.
The Cooper Union	Dr. Hollinger	New York, N. Y.
Cornell College	Dean Stuart J.E. Good	Mt. Vernon, Iowa
Cornell University	Dean Frank Baldwin	Ithaca, New York
Creighton University	Austin E. Miller, S.J.	Omaha, Nebraska
Dartmouth College	Dean Thaddeus Seymour	Hanover, N. H.
Univ. of Delaware	Dean John Hocutt	Newark, Delaware
Denison University	Dean Mark Smith	Granville, Ohio
University of Denver	Dean Daniel Feder	Denver, Colo.
DePaul University	T. J. Wangler, C.M.	Chicago, Ill.
DePauw University	Dean Lawrence Riggs	Greencastle, Ind.
Univ. of Detroit	Dean Thomas A. Emmet	Detroit, Mich.
Dickinson College	Dean Alan Coutts	Carlisle, Pa.
Doane College	Dean James Campbell	Crete, Nebr.
Drake University	Dean of Students	Des Moines, Iowa
Drexel Inst. of Tech.	Dean William Toombs	Philadelphia, Pa.
Drury College	Dean Thomas Watling	Springfield, Mo.
Duke University	Dean Robert Cox	Durham, N. Car.
Duquesne University	Dean J.F. McNamara	Pittsburgh, Pa.
East Texas State Teachers College	Dean J. W. Rollins	Commerce, Texas
Eastern Illinois Univ.	Dean Rudolph Anfinson	Charleston, Ill.
Eastern Michigan Col.	Dean Ralph Gilden	Ypsilanti, Mich.
Eastern Wash. Col. of Ed.	Dean Daryl Hagie	Cheney, Wash.
Emory University	Dean David Robinson	Emory, Georgia

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Emory & Henry College	Dean J. Gordon Brown	Emory, Virginia
Evansville College	Dean Robert Thompson	Evansville, Ind.
Fisk University	Assoc. Dean Wm. Green	Nashville, Tenn.
Florida A&M University	Dean E. L. Perry	Tallahassee, Fla.
Florida Southern Col.	Dean Abner H. Hansen	Lakeland, Fla.
Florida State Univ.	Dean R. R. Oglesby	Tallahassee, Fla.
University of Florida	Dean Robert Beaty	Gainesville, Fla.
Fordham University	Victor Yanitelli, S.J.	New York, N.Y.
Ft. Hayes Kan. State Col.	Dean Richard Burnett	Hays, Kansas
Fresno State College	Dean Leo Wolfson	Fresno, Calif.
General Motors Institute	Robert S. Yoke	Flint, Mich.
Georgetown University	Rev. John L. Ryan	Washington, D.C.
George Washington Univ.	Donald Faith	Washington, D.C.
Georgia Inst. of Tech.	Dean George Griffin	Atlanta, Georgia
Georgia State Col. of Business Adminis.	Dean William Suttles	Atlanta, Georgia
University of Georgia	Dean Jos. A. Williams	Athens, Georgia
Gettysburg College	Dean John W. Shainline	Gettysburg, Pa.
Grinnell College	Dean Earl F. Peisner	Grinnell, Iowa
Grove City College	Dean Robert K. McKay	Grove City, Pa.
Hamilton College	Asst. Dean S. Wertimer	Clinton, N.Y.
Hanover College	Dean Thomas Johns	Hanover, Ind.
Harvard College	Dean John U. Munro	Cambridge, Mass.
Hastings College	Dean Orin R. Stratton	Hastings, Nebr.
Univ. of Hawaii	Dean Harold Bitner	Honolulu, Hawaii
Henderson State Teachers College	Dean Paul Cauffiel	Arkadelphia, Ark.
Hillsdale College	Dir. Robert Hendee	Hillsdale, Mich.
Hiram College	Dean Darrell Riskel	Hiram, Ohio
Heidelberg College	Dean R. J. Schmalfeld	Tiffin, Ohio
Hofstra College	Dean R.W. Hoffman	Hempstead, N.Y.
Univ. of Houston	Dean J.E. Williamson	Houston, Texas
Howard University	Dean A.J. Blackburn	Washington, D.C.
College of Idaho	S. Gene Odle	Caldwell, Idaho
University of Idaho	Charles O. Decker	Moscow, Idaho
Ill. Inst. of Tech.	Dean C. Wm. Brown	Chicago, Ill.
Ill. State Normal U.	Dean Richard E. Hulet	Normal, Ill.
Univ. of Illinois	Dean Fred H. Turner	Urbana, Ill.
Univ. of Ill. Professional	Dean M. Galbraith	Chicago, Ill.
Illinois Wesleyan Univ.	Asst. Dean Diener	Bloomington, Ill.
Indiana State Teachers College	Dean Mark H. Williams	Terre Haute, Ind.
Indiana University	Dean Robert Shaffer	Bloomington, Ind.
Iowa State College	Millard R. Kratochvil	Ames, Iowa
State Univ. of Iowa	Dean Marion L. Huit	Iowa City, Iowa
Kansas State College	Dean H. Wunderlich	Manhattan, Kans.
Kansas State Teach. Col.	Dean V.T. Trusler	Emporia, Kans.
Kansas State Teach. Col.	Dean Ralph Wright	Pittsburg, Kans.
University of Kansas	Dean L. Woodruff	Lawrence, Kansas



<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Kansas Wesleyan Univ.	Dean John Courter	Salina, Kans.
Kent State Univ.	Dean Glen T. Nygreen	Kent, Ohio
Univ. of Kentucky	Dean Leslie L. Martin	Lexington, Ky.
Kenyon College	Dean T. J. Edwards	Gambier, Ohio
Knox College	Dean of Students	Galesburg, Ill.
Lafayette College	Dean Frank Hunt	Easton, Pa.
Lake Forest College	Dean H. Hoogesteger	Lake Forest, Ill.
Lamar State Col. of Tech.	Dean N.H. Kelton	Beaumont, Texas
Lawrence College	Dean Alexander Cameron	Appleton, Wis.
Lawrence College	Dean E. Schoenberger	Appleton, Wis.
Lehigh University	Dean J. D. Leith	Bethlehem, Pa.
Lenoir Rhyne College	Dean Frank Bretz	Hickory, N.C.
Lewis & Clark College	Dean Vergil Fogdall	Portland, Ore.
Long Beach State Col.	Dean Karl Russell, Jr.	Long Beach, Cal.
Loras College	Rev. Eugene C. Kutsch	Dubuque, Iowa
Louisiana Polytechnic In.	Dean S.X. Lewis	Ruston, La.
Louisiana State Univ.	Dean Arden O. French	Baton Rouge, La.
Univ. of Louisville	Dean Dave Lawrence	Louisville, Ky.
Loyola College	Rev. F. C. Bourbon	Baltimore, Md.
Loyola Univ. of L.A.	Alfred J. Kilp, S.J.	Los Angeles, Cal.
Loyola Univ. of New Orleans	Robert L. Boggs, S.J.	New Orleans, La.
University of Maine	Dean John Stewart	Orono, Maine
Maritime College	Dean Arthur Spring	Ft. Schuyler, N.Y.
Marquette University	Dean F.L. Stanton	Milwaukee, Wis.
Marshall College	Dean Harold Willey	Huntington, W. Va.
Univ. of Maryland	B. James Borreson	College Park, Md.
Mass. Inst. of Technology	Dean John T. Rule	Cambridge, Mass.
Univ. of Massachusetts	Dean Robert Hopkins	Amherst, Mass.
McNeese State College	Dean Ellis Guillory	Lake Charles, La.
Mercer University	Dean Richard Burts	Macon, Georgia
Miami University	Dean R. Etheridge	Oxford, Ohio
Univ. of Miami	Dean Noble Hendrix	Coral Gables, Fla.
Michigan College of Min. & Tech.	Dean Harold Meese	Houghton, Mich.
Michigan State Univ.	Dean Tom King	East Lansing, Mich.
Univ. of Michigan	James Lewis	Ann Arbor, Mich.
Middlebury College	Dean Harris Thurber	Middlebury, Vt.
Midwestern University	Dean William Yardley	Wichita Falls, Tex.
Univ. of Minnesota	Dean E.G. Williamson	Minneapolis, Minn.
Univ. of Minnesota	C.W. Wood, Director	Duluth, Minn.
Mississippi College	Dean Charles Scott	Clinton, Miss.
Univ. of Mississippi	Dean L.L. Love	University, Miss.
Mississippi Southern Col.	Dean J.R. Switzer	Hattiesburg, Miss.
University of Missouri	Dean Jack Matthews	Columbia, Mo.
Monmouth College	Dean Elwood H. Ball	Monmouth, Ill.
Montana State College	Dean Val Glynn	Bozeman, Mont.
Montana State Univ.	Dean Andrew Cogswell	Missoula, Mont.
Northern Montana Col.	Dean John W. Brown	Havre, Mont.
Montclair State Teach. Col.	Dean Ned Schrom	Montclair, N.J.
Moravian College	Dean M.D. Rader	Bethlehem, Pa.
Muhlenberg College	Dean Claude Dierolf	Allentown, Pa.

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Muskingum College	Dean John Leathers	New Concord, O.
Univ. of Nebraska	Dean J.P. Colbert	Lincoln, Nebr.
Nebraska Wesleyan Univ.	Dean Clinton Gass	Lincoln, Nebr.
University of Nevada	Dean Sam Basta	Reno, Nevada
Newark Col. of Engineering	Dean S. J. House	Newark, N.J.
Univ. of New Hampshire	Dean Robb Gardiner	Durham, N.H.
New Mex. Highlands Univ.	Dean Ray Farmer	Las Vegas, N.Mex.
New Mexico State College		
of Agric. & Mech. Arts	Dean P.S. Ambrose	State College, N.M.
Univ. of New Mexico	Dean Howard Mathany	Albuquerque, N.M.
New York University	Dean F. H. McCloskey	New York, N.Y.
North Car. State Col.	Dean James Stewart	Raleigh, N.C.
Univ. of North Carolina	Dean Fred Weaver	Chapel Hill, N.C.
N. Dak. Agric. Col.	Dean C.A. Sevrinson	Fargo, N.D.
Univ. of North Dakota	Dean Charles Lewis	Grand Forks, N.D.
Northeastern University	Dean G. MacDonald	Boston, Mass.
Northern Illinois Univ.	Dean Ernest E. Hanson	DeKalb, Ill.
Northwestern State Col.	Dudley G. Fulton	Natchitoches, La.
Northwestern University	Dean James McLeod	Evanston, Ill.
Oberlin College	Dean W.D. Holdeman	Oberlin, Ohio
Ohio State University	Dean William Guthrie	Columbus, Ohio
Ohio University	Dean William Butler	Athens, Ohio
Ohio Wesleyan Univ.	Dean Ronald Stead	Delaware, Ohio
Oklahoma State Univ.	Dean J.N. Baker	Stillwater, Okla.
Oklahoma Baptist Univ.	Dean D.G. Osborn	Shawnee, Okla.
Oklahoma City Univ.	Dean G.H. Ryden	Oklahoma City, Okla.
Univ. of Oklahoma	Dean Clifford Craven	Norman, Okla.
University of Omaha	Dean J.B. MacGregor	Omaha, Nebr.
Oregon State College	Dean Dan Poling	Corvallis, Ore.
University of Oregon	Dean Donald DuShane	Eugene, Oregon
University of Ottawa	Leonard DuCharme, OMI	Ottawa, Canada
Pace College	Dean Eugene Morris	New York, N.Y.
College of Pacific	Dean Edward Betz	Stockton, Cal.
Penna. State Univ.	Dean M.E. Campbell	Univ. Park, Pa.
Univ. of Pennsylvania	Dean George Peters	Philadelphia, Pa.
Univ. of Pittsburgh	Dr. Wm. Swartzbaugh	Pittsburgh, Pa.
Polytechnic Inst. of Brooklyn	Dean Henry Middendorf	Brooklyn, N.Y.
Polytechnic Inst. of Puerto Rico	R. B. Palmer	San German, Puerto Rico
Portland State College	Dean Charles Bursch	Portland, Ore.
Pratt Institute	Dean LeRoy Austin	Brooklyn, N.Y.
Princeton University	Dean Wm. Lippincott	Princeton, N.J.
The Principia	Dean J.W. Rawsthorne	Elsah, Ill.
Univ. of Puerto Rico	Dir. Jose Franceschini	Mayaguez, P.R.
Purdue University	Dean O.D. Roberts	Lafayette, Ind.
Queens College	Dean George Spitz	Flushing, N.Y.
Univ. of Redlands	Dean Cliff Holmes	Redlands, Cal.
Univ. of Rhode Island	Dean John Quinn	Kingston, R.I.

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Rensselaer Poly. Inst.	Dean Ira Harrod	Troy, N.Y.
Rice Institute	Dean of Students	Houston, Texas
Richmond Prof. Inst.	Dean Wm. R. O'Connell	Richmond, Va.
Rider College	Dean Robert McBane	Trenton, N.J.
Ripon College	Dean David Harris	Ripon, Wis.
Roanoke College	Donald M. Sutton	Salem, Va.
Univ. of Rochester	Dean of Men	Rochester, N.Y.
Rockford College	Dean Charles Walker	Rockford, Ill.
Rollins College	Dean C. Vermilye	Winter Park, Fla.
Roosevelt University	Dean George Watson	Chicago, Ill.
Rutgers University	Dean C. Boocock	New Brunswick, N.J.
Sacramento State Col.	Dean of Students	Sacramento, Cal.
St. John's Univ.	Daniel Durken, OSB	Collegeville, Minn.
St. Lawrence Univ.	Dean K. R. Venderbush	Canton, N.Y.
St. Louis University	Dean M.B. Martin, S.J.	St. Louis, Mo.
St. Mary's Univ.	Henry Ringkamp, S.M.	San Antonio, Tex.
St. Olaf College	Dean Mark Alml	Northfield, Minn.
St. Peter's College	Gerard Fagan, S.J.	Jersey City, N.J.
San Diego State Col.	Dean Herman Peiffer	San Diego, Cal.
San Francisco State Col.	Dean Fred Reddell	San Francisco, Cal.
Univ. of San Francisco	Dean Francis A. Moore	San Francisco, Cal.
San Jose State College	Dean Stanley C. Benz	San Jose, Cal.
Univ. of Santa Clara	Father J.E. Sweeters	Santa Clara, Cal.
Univ. of Scranton	Rev. J.H. Donahoe	Scranton, Pa.
Shimer College	Dean Thomas Whelan	Mt. Carroll, Ill.
Univ. of South Carolina	Dean James Penney	Columbia, S.C.
Southeastern La. Col.	Dean L.E. Chandler	Hammond, La.
State Univ. of S. Dak.	Dean Howard Connors	Vermillion, S.D.
Univ. of Southern Calif.	Dean Robert Gordon	Los Angeles, Cal.
Southern Illinois Univ.	Dean I. Clark Davis	Carbondale, Ill.
Southern Methodist Univ.	Dean Mayne Longnecker	Dallas, Texas
Southwestern College	Donald L. Colburn	Winfield, Kans.
Southwestern La. Inst.	Dean E. Glynn Abel	Lafayette, La.
Springfield College	Dean R. W. Cheney	Springfield, Mass.
Spring Hill College	Father Hilton Rivet	Spring Hill, Ala.
Stanford University	Dean Donald Winbigler	Stanford, Cal.
State Teachers Col.	Dean S. T. Hadley	Indiana, Pa.
State Teachers Col.	Dean G. R. Schwartz	Mankato, Minn.
State Teachers Col.	Dean Samuel M. Long	Mansfield, Pa.
State Teachers College	Dean Dan J. Sillers	Minot, N. Dak.
State Univ., Col. of L.I.	Dean Allen Austill	Oyster Bay, N.Y.
State Univ. Teachers Col.	Dean G. G. Klopff	Buffalo, N.Y.
State Univ. Teachers Col.	Dean A.W. Baisler	Cortland, N.Y.
State Univ. Teachers Col.	Dean G. Saddlemire	Geneseo, N.Y.
State Teachers College	Dean N.E. Whitten	Oswego, N.Y.
John B. Stetson Univ.	Dean George Hood	DeLand, Fla.
State Teachers College	Dean V.H. Rambo	Shippensburg, Pa.
College of Steubenville	Rev. L.P. Sardo	Steubenville, O.
Stevens Inst. of Tech.	Dean C. Weelhausen	Hoboken, N.J.
Swarthmore College	Dean Wm. Prentice	Swarthmore, Pa.
Syracuse University	V.P. Frank Piskor	Syracuse, N.Y.
Taylor University	Dean William Green	Upland, Ind.

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Temple University	Dean Carl M. Grip	Philadelphia, Pa.
Univ. of Tennessee	Dean R.E. Dunford	Knoxville, Tenn.
Tennessee Wesleyan Col.	Dean R.C. Mildran	Athens, Tenn.
Texas Christian Univ.	Dean Laurence Smith	Ft. Worth, Tex.
Texas Col. of Arts & Ind.	Dean J. E. Turner	Kingsville, Tex.
Texas Tech. College	Dean James Allen	Lubbock, Texas
University of Texas	Dean Arno Nowotny	Austin, Texas
Thiel College	Dean J. B. Stoeber	Greenville, Pa.
Univ. of Toledo	Donald S. Parks	Toledo, Ohio
Trenton State College	Dean C.W. McCracken	Trenton, N.J.
Trinity College	Dr. O.W. Lacy	Hartford, Conn.
Troy State College	Dean Lewis Godlove	Troy, Ala.
Tufts University	Dean Clifton Emery	Medford, Mass.
Tulane University	Dean J.H. Stibbs	New Orleans, La.
Univ. of Tulsa	Dan Wesley	Tulsa, Okla
Union College	Dean M.S. Culver	Lincoln, Nebr.
Union College	Dean C. W. Huntley	Schenectady, N.Y.
U.S. Air Force Academy	D. C. Berck	Denver, Colo.
Upsala College	Dean Harold Carlson	East Orange, N.J.
Utah State Agric. Col.	Dean E.H. Himes	Logan, Utah
University of Utah	Dean W.W. Blaesser	Salt Lake City, Ut.
Valparaiso University	Dean Luther Koepke	Valparaiso, Ind.
Vanderbilt University	Wm. O. Batts	Nashville, Tenn.
Univ. of Vermont	Dean Clifford Earl	Burlington, Vt.
Univ. of Virginia	B. F. Runk	Charlottesville, Va.
Virginia Polytech. Inst.	Dr. James W. Dean	Blacksburg, Va.
Wagner Memorial Lutheran College	Dean of Students	Staten Island, N.Y.
Washburn Univ. of Topeka	Philip Tripp	Topeka, Kans.
Washington College	Dean Albert Hill	Chestertown, Md.
Washington & Lee Univ.	Dean F.J. Gilliam	Lexington, Va.
Washington State Univ.	Dean J.C. Clevenger	Pullman, Wash.
Washington University	Dean Arno J. Haack	St. Louis, Mo.
Univ. of Washington	Dean Donald Anderson	Seattle, Wash.
Wayland Baptist College	Dean M.J. Sharp	Plainview, Tex.
Wayne State Univ.	Dean Harold Stewart	Detroit, Mich.
Western Illinois Univ.	Dean J. Henderson	Macomb, Ill.
Western Maryland Col.	Dean W. M. David	Westminster, Md.
Western Michigan Univ.	Dean P.I. Griffith	Kalamazoo, Mich.
Western Reserve Univ.	Dean R.A. Griffin	Cleveland, Ohio
W. Virginia Univ.	Joseph C. Gluck	Morgantown, W. Va.
Wheaton College	Dean Arthur Volle	Wheaton, Ill.
Univ. of Wichita	Dean of Students	Wichita, Kans.
Col. of William & Mary	Dean Joe Farrar	Williamsburg, Va.
Wilmington College	Dean A. McCauslin	Wilmington, Ohio
Univ. of Wisconsin	Dean L.E. Luberg	Madison, Wis.
Univ. of Wisconsin	Dean L.C. Stamatakis	Milwaukee, Wis.
Wittenberg University	Dean Robert Long	Springfield, O.
College of Wooster	Dean Ralph A. Young	Wooster, Ohio
Univ. of Wyoming	Dean A.L. Keeney	Laramie, Wyo.
Xavier University	Dean P.H. Ratterman	Cincinnati, O.

APPENDIX D

DEANS BOOK SHELF

Prepared by Commission III  
National Association of Student Personnel Administrators  
1959-60

1. The Administration of Student Personnel Programs in American Colleges and Universities. Washington, D.C.: American Council on Education, 1958.
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4. Brouwer, Paul J., Student Personnel Services in General Education. Washington, D.C.: American Council on Education, 1949.
5. Chandler, J., Successful Adjustment in College, Prentice-Hall, 1958.
6. Eddy, Edward D., Jr., The College Influence on Student Character. Washington, D.C.: American Council on Education, 1959.
7. Education Directory - Higher Education. U.S. Department of Health, Education and Welfare, Supt. of Documents. Published Annually.
8. Falvey, Frances E., Student Participation in College Administration. New York: Bureau of Publication, Teachers College, Columbia University, 1952.
9. Farnsworth, Dana L., M.D., Mental Health in College and University. Harvard University Press, Cambridge, Massachusetts, 1957.
10. Feingold, S.N., Scholarships, Fellowships and Loans. Cambridge, Massachusetts: Bellman Publishing Company, 1955.
11. Hahn, M.E. and MacLean, Malcomb S., Counseling Psychology. New York: McGraw-Hill Book Company, 1955.
12. Hahn, Milton E., and MacLean, Malcomb S., General Clinical Counseling. New York: McGraw-Hill Book Company, 1957.
13. Jacob, Philip E., Changing Values in College. Edward W. Haxen Foundation, New Haven, Connecticut, 1956.

14. Lee, W. Storrs, God Bless Our Queer Old Dean. New York: G. P. Putman's Sons, 1959, 251 pp.
  15. Lloyd-Jones, Ester M., Student Personnel Work as Deeper Teaching. New York: Harper and Brothers, 1954.
  16. Lloyd-Jones, Ester M., and Smith, Margaret R., A Student Personnel Program for Higher Education. New York: McGraw-Hill Book Company, 1938.
  17. Riesman, David, The Lonely Crowd. New Haven: Yale University Press, 1950.
  18. The Student Personnel Point of View. Revised edition, Series VI, Committee on Student Personnel Work, American Council on Education, 1949.
  19. Super, Donald E., Appraising Vocational Fitness. New York: Harper and Brothers, 1949.
  20. Traxler, A. E., Techniques of Guidance. New York: Harper and Brothers, 1957.
  21. Williamson, E. G., and Foley, J. D., Counseling and Discipline. New York: McGraw-Hill Book Company, 1949.
  22. Wise, W. Max, "They Come for the Best of Reasons." The American Council of Education, Washington, D. C., 1958.
  23. Wrenn, C. G., Student Personnel Work in College. New York: The Ronald Press Company, 1951.
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# APPENDIX E

## SUMMARY OF PREVIOUS MEETINGS

Meeting	Year	President	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Michigan	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N.C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D.C.	C.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Illinois	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N.Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation-No Meeting Held			
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Mich.	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Missouri	W.P. Lloyd	F.H. Turner
34	1952	180	Colorado Springs, Colo.	A. Blair Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36	1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner
37	1955	230	Lafayette, Indiana	J.H. Stibbs	F.H. Turner
38	1956	201	Berkeley, Calif.	J.E. Hocutt	F.H. Turner
39	1957	231	Durham, N. Carolina	F.C. Baldwin	F.H. Turner
40	1958	306	French Lick, Ind.	D.M. DuShane	F.H. Turner
41	1959	303	Boston, Mass.	F.H. Turner	C.W. Knox
42	1960	367	Columbus, Ohio	H.D. Winbigler	C.W. Knox